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ABSTRACT

This document presents narrative descriptions of 14 selected programs for reducing truant and disruptive behavior in schools, as selected by a group of Virginia educators in a project sponsored by the Virginia Department of Education. Among the tools utilized in these programs are behavior modification using tokens, in-school tutoring, in-school suspension, team teaching, adult advisers from the community, basic skills development, cross age tutoring, student involvement in classroom management, the school-within-a-school concept, group counseling, mini-courses, and adventure education. Specialized processes for improving student-teacher relationships, such as Teacher Effectiveness Training and Schools Without Failure, are also described. Methods used in the dissemination of this information are discussed in the first volume of the report. (Author/PGD)

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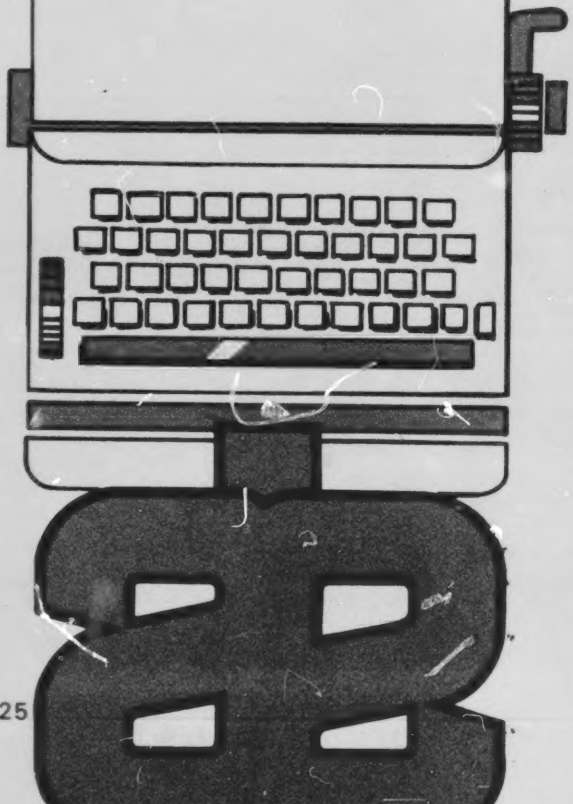
Occasional Paper Series

Narrative Descriptions of Fourteen Selected Programs for Reducing Truant and Disruptive Behavior in Schools

Thomas P. Ryan
Educational Services Office
Appalachia Educational Laboratory

AEL Occasional Paper 004
Volume 2



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NARRATIVE DESCRIPTIONS OF FOURTEEN SELECTED PROGRAMS
for
REDUCING TRUANT AND DISRUPTIVE BEHAVIOR IN SCHOOLS

by:

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November 1980

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DISCOVERY

A POINT ECONOMY SYSTEM FOR STUDENTS WITH SERIOUS SOCIAL AND ACADEMIC PROBLEMS

.... a structured program in basic subjects featuring immediate reinforcement through a point system for positive or negative behavior.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, The Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional Information on this program may be obtained from:

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Executive Summary - Token Economy Program

Token economy programs represent a relatively new set of classroom management procedures. The typical components of a token system usually include: (a) a set of behaviors that earn tokens, (b) a way for the pupils to exchange their tokens for back-up reinforcers such as candy or special activities, (c) a procedure to award tokens for appropriate behavior, and (d) a possible contingency where pupils lose tokens for inappropriate or undesirable behavior.

I. GRADE/AGE RANGE: Token economy Programs have been used effectively at all grade levels from kindergarten through high school.

II. SPECIFIC PROGRAM OBJECTIVES: There are many objectives which teachers may want their students to achieve. From a behavior modification point of view, there are only three behavioral decisions one can make about student behavior: (a) we are not satisfied with a behavior and want to increase the behavior in some way, (b) we are not satisfied with a behavior in some way, (c) we are satisfied with a behavior and decide to leave it alone. Because behavioral procedures deal with observable behaviors and events, it is extremely important to describe behaviors in terms that anyone can see occurring.

III. STAFFING (SELECTION/IN-SERVICE): Before using token procedures teachers should be very well versed in the ABC's on this behavioral approach. Teachers who have a history of poor classroom control usually have difficulty in the management and enforcement of a token economy program.

IV. SELECTION OF STUDENTS (CRITERIA): The application of a token economy system may be appropriate to almost any type of undesirable behavior. The basic point regarding selection of students is the selection of an appropriate reinforcer to change behavior.

V. CURRICULUM (CONTENT, GRADING PRACTICES): Learners expected to work assignments from printed materials beyond their capabilities will likely become frustrated and may exhibit disruptive behavior. Selecting instructional materials that are appropriate will likely reduce frustration and undesired behavior. Therefore, a basic component in this model is individualized curriculum materials.

VI. PROGRAM MANAGEMENT (STRATEGIES, ACTIVITIES, RECORDKEEPING, ETC.): Keeping good records before and during the time one is doing a behavior improvement project is very important. Consistency in program management, strategies, and activities are vital to an effective program. There are many decisions to be made such as deciding on what kind of tokens (reinforcers) to use, what behaviors will receive tokens, what back-up reinforcements will be provided, and what the token exchange rate will be.

VII. FACILITIES AND EQUIPMENT: The monetary consideration of some token programs may place effective and easy to implement programs out of the reach of many teachers. Additional expenses created by outside observers, special equipment, consultation time, extrinsic reinforcers, and special curriculum have been well documented in the literature. Present trends have been toward the development of inexpensive token systems. Therefore, it appears that low cost token reinforcement programs can be managed with little difficulty.

VIII. POTENTIAL PROBLEMS: Problems of various kinds occur, such as token stealing, children acquiring too many or too few tokens, public reaction to the term "behavior modification", teachers reverting back to threat and punishment, insufficient feedback to participating teachers that allow for changes in the program, and starting "too big".

IX. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS: Different communities and school districts have diverse attitudes toward various classroom management procedures. Some parents may view the token economy system as entirely appropriate for their children. Others may feel that children should not be "bribed." Before embarking on a large scale program concurrence should be obtained from school personnel, parents, and the community at large.

X. SOURCES OF INFORMATION: (Main)

Blackham, Garth and Silberman, Adolph, Modification of Child and Adolescent Behavior, second edition, Wadsworth Pub. Co., Belmont, California, 1975, pp. 320.

INTRODUCTION

Research on token reinforcement in the classroom has resulted in the development of very effective, efficient, and positive procedures for teaching academic and social skills.

Behavioral research has been widely summarized in many reports and books; an infinite number of behaviors have been improved with these techniques, including, but not limited to decreased talking-out, excessive arguing, truancy, and social interactions.

To those interested in an approach that could be applied to a large portion of children with behavioral problems, a token economy program offers an economical and visable treatment approach. The cost of implementation is small when compared to the hours often spent by teachers with children who exhibit undesirable behavior. Furthermore, if token economy programs are combined with an individualized curriculum,a more beneficial remedial learning environment would exist.

Token Reinforcement-Conceptual Framework

"A token reinforcement program involves the frequent and systematic giving of rewards. The basic ingredients of such a program usually include the following: a set of instructions to the class about the behaviors that will be reinforced, a means of making a potential reinforcement stimulus, usually called a token, contingent on behavior, and a set of rules governing the exchange of tokens for backup reinforcers such as prizes or opportunities to engage in in special activities."[1]

It is a basic tenet of behavior modication that behavior learned in one setting may not be carried over to another. Thus, in cases in which a child is having difficulty in school it is desirable to have teachers work together to improve the child's conduct.

It is extremely important to know some principles of this behavioral modification approach. These principles are as follows:

— Behavior is influenced by its consequences.

> Like most basic ideas, this one seems simple. It means that what you do is influenced by what follows what you do. Behavior that is rewarded tends to be repeated while behavior that is not rewarded is not likely to be repeated. This basic principle has been expressed under various names including positive feedback, reinforcement theory of learning, operant conditioning, behavior modification, and precision teaching. This approach means that you deal with a pupil's here-and-now actions, only those behaviors that you can see and objectively record. You must define a behavior in operational terms (stating a "behavioral objective") before you determine how often a behavior occurs and the consequences of that behavior.

Such data helps to provide a more scientific approach to decisionmaking in teaching. Intuition, creativity, experience, values, and attitude comprise the art of teaching. However, like good medical practice, good teaching is a combination of the science of learning and the artistry of teaching.

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[1] Brown, Bertran, "Behavior Modification: What It Is-and Isn't", Todays' Education, January-February, 1976, p. 69.

-- Teacher's behavior influences pupils' behavior.

a. Reinforcement. Willingly or not, teachers influence many of the consequences of their pupils' behavior. They give grades and stars, smile and frown, praise and criticize, ignore and reward. By providing certain kinds of consequences, teachers can influence or modify their pupils' behavior. They can increase the occurence of desired behaviors and decrease the occurence of those which are not desirable. You and only you can decide which behaviors you want to attempt to increase or decrease. The methodology of behavior modification has no inherent value orientation. Each teacher can personalize the approach he uses to coincide with his value orientation and judgment with regard to influencing children's behavior.

1. Positive Reinforcers. These include smiles, pats, winks, verbal approval, tangible rewards, earned points and stars, and the appreciation of peers. They are intended to encourage productive behavior. The only way to know if a reinforcer is positive is to observe its effects on the behavior that follows. If it increases the strength of the desired behavior, it is a positive reinforcer. Keeping individual differences in mind is important. One pupil may beam with pleasure when the teacher says, "I'm proud of you," while another may cringe at the same words. In judging the effectiveness of what you regard as a positive reinforcer, it is important to be attentive to the observable behavior of the child.

2. Punishing Consequences and Negative Reinforcement may be used to deal with unproductive behavior. Social disapproval of various kinds is a potent type of negative reinforcer, but its specific effects vary with the characteristics of different groups of children. A problem with punishment is that, while it may cut down on questionable behavior, it doesn't necessarily create productive results. When punishment (a scolding, criticism) is used, it can be a double-edged sword because often a child's desire for attention is greater than his dread of punishment. Then, too, what the teacher expects to be a punishment may prove to be a positive reinforcer instead--for instance, the child who becomes a hero to his peers when he is scolded.

b. Timing of reinforcement. The more promptly reinforcement follows an act, the more effective it will be. A teacher who walks about the classroom attending to the pupils and commenting on their work is more effective than the one who waits to comment at the end of the study period. Feedback and grades received immediately after the completion of work are more effective than those received a day or week later.

c. Shaping. One way of stating this principle is to say a big behavior is made up of many smaller behaviors. As you set forth to change a child's academic or social responses, you must recognize behaviors that are first approximations in the direction of the target behavior you are after. When a child doesn't make a desirable response that can be reinforced, approximations to the behavior can be reinforced instead. For example, a child who disrupts the class by singing loudly can be positively reinforced for humming softly. This may seem somewhat "unfair" because even soft humming when the class is engaged in other tasks is not conducive to a productive classroom atmosphere. Yet, a gradual shaping process characterizes most of human development. Skillful and patient shaping can ultimately prove to be highly effective.

d. Satiation. Continued reinforcement of the same kind may lose its effectiveness. In that case, it's time to try to another approach. For example, you can change the stimulus materials (a different book) or the reinforcer (stars instead of free time). But you should change only one thing at a time or you won't know what is bringing about improvement.

e. Schedules of reinforcement. Once behavior has been established it is more effective to give the reinforcer only some of the time rather than every time. If the child never knows whether the reinforcement is coming, he won't be disappointed on the one hand or bored on the other. The time to shift to partial reinforcement is before the reinforcer has lost its power. An advantage of intermittent reinforcement is that the child tends to sustain his appropriate responses while the frequency of "pay off" is being reduced. By using intermittent reinforcement skillfully, you can avoid the pitfalls of the child's deciding the game is over and/or his resenting dependency on an arbitrary giver or withholder. In addition to a 100 percent schedule, there are many types of reinforcement programs. Reinforcements might be given 25, 50, or 75 percent of the time. They might occur after a certain number of correct responses or after a particular time period (for example, after 10 minutes of non-trouble-making). When a positive reinforcer is withdrawn, the frequency or magnitude of the reinforced response usually shows a decrement.

f. Extinction. In some cases, simply ignoring unproductive behavior is effective in extinguishing it. That is, nonreinforcement of a given behavior tends to lead to its extinction.

Developing A Token Economy Program

The use of taken reinforcement programs has become widespread, and their success has been repeatedly demonstrated. Programs have not only been successful with normal children but with emotionally disturbed, retarded, hyperactive, autistic, and delinquent children as well.

When organizing a token economy (reinforcement) system it is recommended that the following five steps be a starting point:

- Establish reasonable and ethical goals which fit your personal value orientation and which are clearly defensible ethically.
- Make specific, clear, and fair rules for the student(s) with real consideration for the "input" of the pupil(s).
- Observe and record behavior.
- Increase productive behavior.
- Decrease unproductive behavior.

Establishing Reasonable and Ethical Goals

You and only you can decide what is reasonable and ethical when you set educational goals for your students. Before inaugurating any kind of program for the children you teach, ask yourself:

- What kind of behavior interferes with the learning process in the class, and what is annoying to you, but harmless to the learner(s)?
- How much freedom can be permitted without interfering with the rights of other students?
- How can you define your standards in language that the children will understand?
- Are your standards really for the benefit of your students or for your comfort?

- Are thinking of helping the disruptive student(s) learn better or just decreasing the disruptive behavior?
- Before you decide to use punishment, have you exhausted the positive possibilities?
- What evidence do you have that your methods work?
- Have you discussed your goals for the student(s) with the student(s)?
- Have you discussed your goals for the student(s) with the parents?

One advantage to the token reinforcer approach is that it encourages one to set specific behavioral objectives and to insure that decisions are based on data objectively collected. The more you involve the student(s) and parents in the plans, the more effective the plans are likely to be. The most effective results occur when everybody gets into the act, when the rules are clear to all and the teacher is consistent in the procedures.

Making Class Rules

Often a student(s) can participate fully in making his own rules for conduct and the reinforcers that apply to it. Some teachers feel that this approach does not fit their style, while others consider it a productive technique. Here are a few guidelines to follow:

- Keep the rules short and to the point. ("at your desk when the bell rings.")
- Five or six rules are enough. Start out with one or two and add others later. Modify the rules gradually from simple to complex (shaping)
- Try to phrasethe rules positively ("Sit quietly while working: rather than "Don't talk while working.")
- Review the rules with the student(s) at times other than when someone has misbehaved. Call attention to position examples of observing the rules.
- Test the clarity of the rules by having a student explain them to another.

Observing and Recording Behavior

Once you have identified the specific behaviors you want to change keep an objective record of the student's behavior. This way you are able to gauge the effectiveness of the approach.

There are several ways of recording specific behavior. Typically: the teacher keeps his/her own record. If a colleague is available he/she can keep a record of behavior. A piece of masking tape on a student's desk is a convenient way to make a record. Each time you initiate contact with the student at his/her seat you can mark it on the tape.

No matter what method is used, you need to record regularly, perhaps in 15-25 min. intervals. It will be difficult to tell what effect your behavior is having if you don't have a record that describes the frequency of the behavior you wish to modify.

Increasing Productive Behavior

It is extremely important to catch the student(s) being productive. Point out productive behavior to the class by praising the children who are paying attention. ("That's right, John, you're doing a good job") One caution: unless deftly used, public praise can be embarrassing rather than reinforcing for some children. It is also important that attention and praise be given at the very first signs of productive behavior.

The advantages of a token economy system is that tokens help tailor the reinforcers to each youngster. This may not be easy--it will require considerable ingenuity on the part of the teacher to know what is rewarding for all students. Observing what the youngsters do when they freely choose can give the teacher ideas for positive reinforcers. Tokens allow the student(s) to pick and choose from a variety of different rewards. If tangible reinforcers are accompanied by praise, the praise may in time become a reinforcer.

Decreasing Unproductive Behavior

This may be very difficult to do at first. Nonproductive acts are often attention-getters. Ignoring disruptive behavior often can be very effective in extinguishing it. Any behavior which does not threaten the safety of others can usually be ignored.

When the behavior cannot be ignored it may be necessary to place the child in isolation or removal from the class. Isolation is often effective when applied swiftly and for a short period of time.

A general caution for teachers is don't try to do too much.

When teachers engage in a token economy program, they generally have to put in extra time and effort. It is important for them to receive reinforcement for their efforts as it for the children to receive theirs.

An act of support by administrators or supervisors by stopping by the classroom may be sufficient.

An example of the success of a token reinforcement program is that at the Rainier Elementary School in Buckley, Washington.

The purpose of the program was to extinguish inappropriate and incorrect behavior in 37 pupils who were severely retarded. The reinforcers used were M&M's and verbal and non-verbal approval. Later poker chips were used in lieu of M&M's. The children could exchange their earned chips for balloons, whistles, candy bars, etc.

At the end of the year, with four exceptions the 37 pupils hung up their coats upon entering the room, took their seats quietly, and waited for their assignments with only an occasional reminder. Eleven children had advanced to the point of working alone on programmed material that took 10 to 30 minutes to complete. Of these 37, 14 had never attended school before, 3 had been dropped earlier for incorrigibility, and four are still considered "severe behavior problems."

Most research in the field of behavior modification has been with normal elementary school children. It has been shown that as children mature, attitudes toward school change. Adult social approvals diminish in importance and peer approval increases in importance.

One reason that the secondary school has been ignored by researchers is difficulty encountered in finding reinforcers, other than social, which the teacher controls. Many high-interest activities, such as smoking, drinking, car-driving, etc., are not within the purview of the classroom teacher.

Secondly, the short period of time a teacher spends with a student at the secondary level limits the effectiveness for a token system.

Finally, secondary administrators have a reputation for resistance to experimentation.

The secondary picture is not hopeless; while the reinforcers may be different, the principles still apply. While high school teachers do not hold many reinforcers that are important to adolescents, parents do. The Anne Arundel Learning Center in Maryland utilizes contracts in which parents agree to provide the student with a specified reinforcer contingent on specific behaviors in school. Some of the homebased reinforcers used are money, driving the family car, parent signature on work permits, opportunities to work part-time, days off from school and even a vacation trip to the beach.

In conclusion, the use of reinforcers proves to be a remarkable and powerful tool in changing behavior, and there is increasing evidence that the principles are equally effective at all grade levels.

The biggest issue in the use of a token reinforcement system is not that of changing behavior but the question of what to change and when to use it.

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ALTERNATIVE TO SUSPENSION: IN-SCHOOL TUTORING

.... an in-school suspension program for junior or senior high school age students, featuring special-contract tutors supervising lesson assignments made by regular classroom teachers.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

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"ASSIST"--Alternative to Suspension-In-School Tutoring

(Pilot Tested in Chesterfield County Public Schools)

This is an in-school suspension program designed to (1) decrease the number of out-of-school suspension days without significantly increasing the number of days outside the regular classroom; (2) improve success in regular classroom courses; and (3) improve student attitude.

Two of the four junior high schools with the highest proportions (days per 1,000 students) of absences resulting from suspensions during the 1976-77 school year serve as the experimental group. The other two schools serve as the control group. In the experimental schools, the principal has two alternatives for suspension: to suspend students from school or to suspend students to a tutor in the school. In the control group, the principal is able only to suspend students from school.

College graduates from liberal arts programs are employed and assigned to teaching stations within the experimental schools. When a student is suspended to the tutor, the principal ensures that the student's regular teachers provide the tutor with lesson plans and course assignments for the period of time for which the student has been suspended. At the end of each school day, the regular teachers are provided with a form showing the student's progress and behavior during that day.

The pretest using Tennessee Self-Concept Scale is administered immediately to each student the first time he or she enters the experimental program. A posttest using the same scale is administered in May to all students who have participated in the experimental program. A posttest only is administered in May to the control group.

The first objective is assessed by counting the numbers of in-school and out-of-school suspensions (and suspension days) compared with the previous year for the participating schools.

The second objective is measured primarily through the Self-Concept Scale (pre-post) mentioned earlier.

The third objective is primarily measured through a comparison of the success in regular classroom courses of experimental and control students and through a comparison of the past success in regular classroom courses of the experimental group.

The operating program has the following chracteristics:

1. Students are assigned to this program in lieu of suspension from school. This option is exercised by the school assistant principal who will determine a minimum number of days a student will serve. Exceptions to in-school suspension: (a) drug or alcohol violations, and (b) explosives.

2. The length of time for which a student is assigned may be less than three days, three days, or five days. If a student fails to satisfactorily perform during any assigned day, an additional day will be added. Alternative of suspension from school may be opted by parents or the school assistant principal.

3. Students who disrupt the in-school suspension program may then be suspended from school in accordance with their status when assigned, or after review of other factors.

4. Class size should be kept to a maximum of 10 students.

5. Academic responsibilities--lesson assignments are to be made by appropriate classroom teachers and assigned to students who are to work under the direction of the tutor/monitor. Credit will be given for work satisfactorily completed.

6. Personnel qualifications--persons hired for this program shall be under special contract. No specific subject endorsements are necessary but ideally the person will have a general background to enable him/her to help students with a variety of academic disciplines.

7. The tutor/monitor is employed for the full teacher contract day.

8. Other duties, such as being used as a substitute teacher, may be assigned by the assistant principal should no students be assigned or present on certain days.

9. Emphasis should be stressed on the suspension option of this program, rather than to look upon the option as "crisis intervention."

The operating procedures are listed as follows:

1. Students will be assigned to the program only by the principal or assistant principal.

2. The length of the assignment will be left open and will depend on the progress of the student while in the program.

3. While in the program, students will work on appropriate class assignments submitted by the teacher for the students who are assigned and other work assigned by the ASSIST tutor.

4. Students will understand that the work is to be done before their return to regular classes.

5. Counselors will go to the ASsIST Program when one of their counselees is assigned there and make arrangements for counseling sessions after the suspension period.

6. Students will use the restrooms and water fountains in small groups under direct supervision of the tutor at times other than regular classes.

7. Students assigned to ASsIST will not be allowed to sit around and do nothing. This leads to additional disruption

8. Students will be assigned to ASsIST on an all-day basis.

9. Students assigned to ASsIST will continue to be isolated from the rest of the school. Assignments to ASsIST is for punitive and corrective purposes.

Lists of operating rules and regulations for students, as well as the three types of reporting forms used in program operation, are available to potential adopters of this alternative. Preliminary evaluation data from the first semester of operations (1977-78) are provided on the following pages.

ASsIST

Suspensions

(January 1 to May 1)

Out-of-School

	Number of Students		Days Suspended	
	1976-77	1977-78	1976-77	1977-78
School A	35	8	66	14
School B	39	60	221	206
School C	52	4	233	11
TOTALS	126	72	520	231

In-School

	Number of Students		Days Suspended	
	1976-77	1977-78	1976-77	1977-78
School A	0	123	0	166
School B	0	63	0	314
School C	0	45	0	158
TOTALS	0	231	0	638

1. Do the students' regular teachers provide you with lesson plans and course assignments? Please estimate the percentage of teachers who do this.

School A	Yes
School B	Yes
School C	Yes

School A	100%
School B	95%
School C	75%

2. Do the students' regular teachers consult with you daily? If some of the students' regular teachers consult with you, estimate the percentage who do so on a daily basis.

School A	Yes
School B	Yes
School C	No

School A	40%
School B	2%
School C	5%

3. What percentage of the students' regular teachers have observed the in-school suspension program for more than 15 minutes during a day?

School A	All department heads
School B	0%
School C	0%

4. Has the psychologist assigned to your school consulted with you? How many times?

School A	Yes
School B	Yes
School C	No

School A	10
School B	1
School C	0

5. Before beginning the program, did you spend any time with the head guidance counselor and the department chairpersons? If that was possible, how much time did you spend with them?

School A	Yes
School B	Yes
School C	Yes

School A	Long enough to give a basic explanation of the program
School B	Twenty minutes with the guidance counselors
School C	One class period observing in each department--One brief (five minutes) conversation with each chairperson.

INTERDISCIPLINARY TEAM-TAUGHT EARTH SCIENCE, ENGLISH, AND WORLD GEOGRAPHY FOR LOW ACHIEVERS

.... a 4-teacher team-taught English, Earth Science, and World Geography course for low-achieving 9th grade students-focusing on improved attendance and attitundinal change.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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Harrisonburg High School
300 W. Grace St.
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Information on the participation of the Virginia Department of Education in the Consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P. O. Box 6Q
Richmond, VA. 23216

Information on the participation of the Appalachia Educational Laboratory in the Consortium may be obtained from:

Appalachia Educational Laboratory
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5 Nelson Street
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The Effect of Participation in an Interdisciplinary, Team-Taught Course (Earth and Man) on Attitudes and Academic Achievements of Low-Achieving Ninth-Grade Students

(Pilot Tested in Harrisonburg City Public Schools)

This program was designed to determine if ninth-grade students participating in an interdisciplinary, team-taught Earth Science, English, and World Geography course will demonstrate significantly greater improvement in attitude and content area knowledge and skills than ninth-grade students participating in separate Earth Science, English, and World Geography classes.

The pilot program had the following knowledge outcome objectives:

- To determine the effect of participating in an interdisciplinary, team-taught course in attitudes toward self, peer group, school, and society as measured by the California Test of Personality, school attendance, drop-out rate, course selection, and Estes Attitude Scales.
- To determine the effect of participating in an interdisciplinary, team-taught course on (1) skills and concepts in science as indicated by Dubins Earth Science Test, (2) skills and concepts in World Geography as indicated by the Geography Achievement Test for Beginning High School Students, (3) skills and concepts in English as indicated by the Cooperative English Test, and (4) skills and concepts in Reading as measured by the Stanford Diagnostic Reading Test.

These objectives relate to the following hypotheses:

- Students participating in the Earth and Man interdisciplinary course will demonstrate significantly greater positive attitude change toward themselves, their peer group, school, and society as measured by the California Test of Personality and The Detroit Adjustment Inventory than those students participating in separate Earth Science, English, and World Geography classes.
- Students participating in the Earth and Man interdisciplinary course will demonstrate significantly better attendance than those participating in separate Earth Science, English, and World Geography classes.

- Students participating in the Earth and Man Interdisciplinary course will show significantly lower school drop-out rate than students participating in separate Earth Science, English, and World Geography classes.

- Students participating in the Earth and Man Interdisciplinary course will demonstrate significantly greater positive change in attitude toward Science, Social Studies, English, and Reading than students participating in separate Earth Science, English, and World Geography classes as measured by the Estes Attitude Scales.

- Students participating in the Earth and Man interdisciplinary course will demonstrate significantly greater improvement on the Dubins Earth Science Test, the Cooperative English Test, the Stanford Diagnostic Reading Test, and will select Science courses as electives significantly more often than students participating in separate Earth Science, English, and World Geography classes.

- There will be no significant difference between the simple gain scores of boys and girls.

The subjects of the pilot study were 35 ninth-grade students at Harrisonburg High School enrolled in the interdisciplinary course Earth and Man and 25 ninth-grade students enrolled in separate Earth Science, English, and World Geography classes. The students in the experimental group were homogeneously grouped and had been identified as low-achievers with poor attendance and negative attitudes toward themselves, others and school. The students in the control group were not homogeneously grouped in their three classes. The students in the interdisciplinary course constituted the experimental group, and the students in separate classes constituted the control group.

The treatment was participation in the interdisciplinary, team-taught Earth and Man course combining Earth Science, English, World Geography, and Reading content and skills. The control group participated in separate Earth Science, English, and World Geography classes in which only one teacher taught each class.

Three types of measures were used. Simple gain scores were used to measure changes in attitudes, content knowledge, and content skills; percentages were used to measure drop-out rate and science course selection. Total days of school attendance were tabulated.

The subjects were given a series of pretests in October to measure their attitudes, content knowledge and skills. The tests given were the Dubins Earth Science Test, the Cooperative English Test, the Stanford Diagnostic Reading Test, the California Personality Test, and the Estes Attitude Scales. The Testing Supervisor of the Harrisonburg City Public Schools gave all of the tests except the Stanford Diagnostic Reading Test to the control group. To substantiate the similarity between the groups, a t test was used to indicate the sameness of pretest scores on all tests given to both groups.

At the end of the school year in May, posttests were administered to both groups in order to calculate the simple gain scores. Total daily attendance was tallied for all students, the perçentage of students dropping out of school was calculated for each group, and the percentage of students electing a science course was determined.

The data was analyzed in the computer facility at Madison College. A number of t tests were applied to pretest and posttest scores of the control and experimental groups to substantiate likeness of groups. A number of tests was also applied to the simple gain scores comparing the growth of the experimental group with the growth of the control group.

The results of participating in an interdisciplinary team-taught course have been encouraging.

Statistical data have shown some improvement in the experimental group, especially in the area of attitude. In individual growth many students showed a surprising increase; by changing three grade levels, 20 percentiles, or three stanines. This is indicative of a change in attitude toward test-taking and achievement in general.

The Earth and Man course provided an environment in which the student could achieve success. Students' self images have improved dramatically. One indicator is the school-wide decrease in discipline referrals within this group. Another less measurable indicator has been a similar decrease in overt hostility expressed toward each other and school personnel. Further, they showed an increased willingness to work with individuals and groups, greater participation in oral presentations, and cooperation in planning and implementing an individual study unit.

During the first six weeks of school, the team was reluctant to undertake field trips of any distance or duration. By the final six weeks, the team, influenced by the positive changes in the students attitudes, had no reluctance to take them anywhere.

Detailed statistical data on each of the hypotheses tested are available for examination by potential adopters of the program.

IN-SCHOOL SUSPENSION PROGRAM

.... an in-school suspension program for junior or senior high school age students featuring full-day supervision in one location and remedial extra work, with regular class assignments done as homework.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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Information on the participation of the Virginia Department of Education in the Consortium may be obtained from:

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An In-School Suspension Program
(Pilot Tested at Virginia Beach City Public Schools)

An in-school suspension program gives school personnel the opportunity to work with suspended students in a separate environment from the regular classroom, where individual problems can receive more attention, with the focus on behavior modification. Problems of poor self-concept, the need for more intensive individualized instruction, and emotional, social, and environmental difficulties can be administered to.

During the 1975-76 school year, a pilot program of in-school suspension, funded in part by a pilot studies grant from the Division of Educational Research and Statistics, Virginia State Department of Education, was begun in the Virginia Beach Public Schools at one high school and one junior high school. The problem was to determine whether the in-school suspension program would be more effective than the traditional suspension system in changing student behavior, resulting in reducing the number of suspensions. Of even greater interest than the reduction in total suspensions was the reduction in multiple suspensions, following initial experience in the in-school suspension program.

During the first year of the study, the purpose was to test the effectiveness of an in-school suspension plan as an alternative to out-of-school suspensions traditionally used in public schools. Suspended students continued to attend school but in a different capacity. These students were placed in a resource room for supervised educational activities. Procedures were established for a student's referral to the resource room and return to regular class. Social activities, value clarification, English, and mathematics were stressed. In this separate environment individual problems received attention, with the focus on behavior modification. Problems such as poor self-concept; the need for more intensive individualized instruction; and emotional, social, or environmental problems which evoke improper behavior were identified and more effectively managed in a separate, in-school setting.

Additional study was conducted during the 1976-77 school year to evaluate the program's impact on students' attitude, achievement, and social adjustment, as well as to verify the first year's results. Three additional schools were added to the program.

The intent of the second phase of this study was to: (1) validate the first-year results by using single and multi-group time series designs; (2) evaluate the effects of the program on student attitude and achievement by using a comparison group design; (3) assess the impact of the program on attitude, achievement, social adjustment, and career plans by the use of a longitudinal student profile; and (4) establish a set of criteria against which potential suspension room coordinators can be screened.

The experimental group for this study was the 1976-77 student bodies of one high school and one junior high school. The control group was the 1974-75 student bodies of the same two schools. The selection of the schools was based on general overall representativeness as compared to their counterparts in the Virginia Beach School system in terms of student body size, socio-economic status, sex and race distribution, and average number of suspensions per school year.

Indication of success in the effort to reduce suspensions, and particularly multiple suspensions, occurred during the first year of the pilot program. The number of students suspended four or more times was reduced by 94 percent at one school and by 77 percent at the other school compared with the preceding year. Multiple suspensions continued at reduced rates during the second year of the study in the two original experimental schools and at three schools added to the program.

Attitudes of parents, teachers, and the community are very favorable to the program. Parents viewed the program as a positive approach by teachers and school administrators to working with their children by providing firm control and making the suspension period a learning experience rather than a wasted time of unsupervised freedom. Teachers expressed appreciation for administrative support in discipline problems and for their involvement in corrective measures taken. Conversely, most students disliked the experience, and recommended to others that it be avoided.

No increase in student achievement was found. A slight decrease in grade point average was observed among a random sample of students suspended two or more times in both experimental and control schools during the second semester of the year. Student attitude toward school and learning was found to have improved at the experimental junior high school, while it declined at the control junior high school. At the senior high school level, there was a decline in attitude toward school and learning at both the experimental and control schools, with a smaller drop at the experimental school.

Detailed statistical information is available from the 1975-76 and 1976-77 school years. Forms and procedures for implementing the program are also available to potential adopters.

A COMMUNITY ADVISOR ALTERNATIVE EDUCATION MODEL

.... a middle-school tutorial program which uses adult advisors hired from the community, featuring a low student/advisor ratio and an individual plan for each student.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

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A Community Advisor
Alternative Education Program
(Pilot Tested in Lynchburg City Public Schools)

This program was designed for students between the ages of 13 and 16 with average or below average ability who had little or no interest in traditional schooling and whose achievement was unsatisfactory with respect to their preparation for a job or further traditional education.

It was hypothesized that a dramatically different program of motivation and training from traditional classroom experiences would make a significant, positive difference in the attitudes and achievement of these youth.

The alternative experiences in this program provided these youth with the empathy, close supervision, tutorial assistance and exposure to varied learning opportunities that educators and adolescent and child psychologists report in the literature as major needs of youth "turned off" by traditional school experiences.

One adult advisor was employed for five/six students selected for the alternative program. An experienced school administrator was responsible for coordinating their work. Students in the program ranged in age from 13 through 16. Advisors prossessed a minimum of a high school education, a genuine love and concern for youth, and a good knowledge of the community and public schools. In addition, they had use of an automobile. Prior to working with students, the advisors participated in two sessions of intensive study to become more familiar with community and school resources and with adolescent behavior.

The advisors solicited the cooperation of the school staff, business, industry, organizations and agencies in the community to plan for each student assigned to them a program of instruction leading to job awareness or readiness for additional training. An individualized program was developed for each student in the program.

In addition to promoting and arranging for the career education of students assigned to them, the advisors tutored their students in the school subjects they were studying. For most students the subjects included minimum basic communication and computational skills necessary for survival as an adult.

Students were selected through the following steps:

1. Criteria of eligibility were determined by the Project Coordinator and Middle School Principals, Assistant Principals and Guidance Coordinators.
2. These criteria were distributed and explained to the middle school teachers, counselors and administrators.
3. A list of candidates for the alternative program was submitted to the project director by the persons identified above.
4. Student records were examined and referrals for additional diagnostic work made by appropriate personnel.
5. Students were recommended for placement in the program by the Guidance Department of each project school.
6. Students recommended for placement and their parents were consulted and parental approval for placement obtained.

Staff were selected as follows:

1. A Project Coordinator was selected by the Superintendent of Schools.
2. Description of the program and job specification for staff (advisors) was distributed by the Division's Personnel Office through school and community media.
3. All candidates were interviewed by a Division personnel officer and the Project Coordinator.

There was a five-step staff development process:

1. The Project Coordinator arranged and conducted two training sessions for the project advisors. One of these sessions was devoted to gaining familiarity with community resources. The other was devoted to learning about resources of the schools.

2. All advisors attended a seminar conducted by the Division's psychological and guidance personnel devoted to the characteristics of adolescent youth.

3. Bi-weekly during the project year, a coordination meeting was conducted by the Project Coordinator for all advisors.

4. Once each quarter during the first project year, a meeting of the Alternative Education Advisory Committee was scheduled by the Project Director. The purpose of these meetings was to recommend program revisions based on experiences to that time.

5. An orientation session for all middle school staffs to acquaint them with the program was conducted during September, to assist them in making recommendations of additional students for the program and to gain their support for the program.

The Instructional Program had these eight characteristics:

1. Within one week after a student enrolled in this project, an individualized alternative program was developed by his advisor and teachers from his home school and guidance counselor. The major portion of each student's individualized program was drawn from the areas of consumer education, job awareness, communication, computation, and civic education.

2. Objectives and accompanying activities were selected by the project coordinator with assistance from the advisors, selected teachers and appropriate representatives from the business and industrial community in the areas of Consumer Education, Civic Education, and Career Awareness.

3. The Division's elementary and secondary essential math objectives constituted the core of the computation component of the curriculum.

4. The Division's essential English program and appropriate reading materials selected for individual student needs provided the communication experiences in the curriculum.

5. Each of the advisors was assigned six students.

6. The amount of instructional time each advisor devoted to the six students varied from three to four hours daily.

7. Instruction by the advisors in all instructional areas listed in the "Curriculum" section above took place in locations throughout the city where it was possible for each advisor to arrange a learning experience with the most "real-life" characteristics of that particular learning activity.

8. Semi-weekly conferences were held, of the advisor, regular teachers, and others working with each student to plan and coordinate their instructional activities.

Outcome data was collected in the following ways:

1. Within two weeks of the time a student enrolled in the program, Wide Range Achievement Tests and local tests in communication and computation and Virginia Affective Questionnaire and Impact Inventory Attitudinal Surveys are administered as pretest instruments. Near the end of the year, posttest instruments in these same areas are administered.

2. Anecdotal records were made for each student throughout his period of study in the program by his advisor.

3. Each advisor completed, every nine weeks, a form describing each students' progress in the following areas:

   - reading and writing achievement
   - computational achievement
   - consumer awareness
   - citizenship
   - knowledge of job opportunities in the community
   - appreciation of aesthetic qualities of the community
   - saleable skills
   - attitude toward self and others
   - parental and employer views of student attitudes.

   These were reviewed by the Project Coordinator, advisors, and counselors.

The pilot test data indicated considerable success. While test data averages indicated growth, individual instances provided evidence that participation in the Alternative Program for many project students resulted in greater growth than reflected by the average scores.

The average Wide Range Achievement Test score on the pretest the first year in reading was 5.1. Scores ranged from 2.6 to 8.9. On the reading posttest, the average score was 5.4. The scores ranged from 2.2 to 10.5. One student's scores indicated a growth of 5 years, one, 3 years; and 3 students improved by 2 years.

On the WRAT spelling pretest, scores ranged from 1.6 to 6.8, with an average score of 4.0. Posttest scores ranged from 2.6 to 7.8. The average posttest score was 4.7. Two students showed 3 years growth, one scored 2 years growth, and fourteen had 1 to 2 years growth.

The arithmetic section of the WRAT pretests averaged 3.8, with scores ranging from 2.3 to 6.8. On the posttest, the average was 5.2; the range 2.3 to 7.7. Three students' growth was 3 years; three had 2 years growth and five students had 1-2 year's growth.

As in the first project year, individual scores the second year of the project provided evidence in instances of growth greater than that reflected by the average scores.

The average Wide Range Achievement Test score on the pre-test in reading the second year was 3.9. Scores ranged from 1.8 to 6.9. On the reading post-test, the average score was 5.0. The scores ranged from 2.6 to 9.1. One student's scores indicated a growth of 2 years; one, 1.7 years.

On the WRAT spelling pre-test, scores ranged from 1.2 to 5.5, with an average score of 3.3. Post-test scores ranged from 2.6 to 5.8. The average post-test score was 3.7. One student showed 2.5 years growth and several had 1 to 2 years growth.

The arithmetic section of the WRAT pre-tests averaged 3.9, with scores ranging from 2.3 to 5.3. On the post-test, the average was 4.9; the range 2.3 to 7.1. One student's growth was 2.5 years; three had almost 2 years growth.

Even though growth was reflected, project staff feel actual progress was greater than these scores indicate, but point out that students had completed testing in their regular classes just prior to final project evaluation and expressed a feeling of dislike and tiredness of so much testing. It should be further noted that results of a survey of project students' teachers from these students' regular classes indicated that 72 percent of the teachers felt that participation in the project the first year had been of help to these students, with 40 percent saying it had been of much help. The second year 67% felt the program had helped.

Similar results were obtained the first year from the pre and posttests of local computational and communication skills. Several individual students' growth reflected a greater change than the combined average scores indicate.

On the pretest of math computational skills, students ranged from 0 to 24 mastered of the 28 identified skills. The average was 9 skills (32 percent) On the math posttest, project students ranged from 3 to 27 mastered, the average increasing to 15 (54 percent). One student registered a 79 percent increase in the percentage of math skills mastered; another had a 65 percent increase. Five others increased between 36 and 49 percent and nine others increased 10-30 percent.

On the language arts skills pretest, the students ranged from 0 to 26 skills mastered of the 30 skills tested. The average was 12 (40 percent). On the posttest, the scores ranged from 4 to 29, with an average of 14 (47 percent). One student scored a 50 percent increase; two, 30 percent; five 20-30 percent; and 7 scored 10-20 percent increases.

The attitudinal surveys administered reflected similar results. On the modified version of Virginia Affective Questionnaire, the pretest average for Interpersonal Relations the first year was 50 percent. Pretest scores ranged from 34 percent to 70 percent. Posttest scores of Interpersonal Relations ranged from 38 percent to 64 percent, with an average of 52 percent. One student showed an 18 percent growth on this section and six students' scores indicate growth of 10 percent or more. The second year, the pretest average for Interpersonal Relations was 58%. Pretest scores ranged from 49% to 71%. Posttest scores of Interpersonal Relations ranged from 29% to 76%, with an average of 53%. One student showed a 17% growth on this section, and several students' scores indicate growth of 10% or more.

Project staff suggest that the average scores reflected a possible tendency over the period of the project for the student to be more open and honest with themselves and with their advisors. This view is further suggested by the survey of project students' regular teachers in which 84 percent of these teachers felt the first year's student attitudes had been helped by their involvement in the Alternative Program.

Student attendance is yet another area in which individual improvements reflected greater change than the average indicates. In the 1976-77 school year, prior to the project, average attendance for the students who were in the project this year was 77 percent. The range was from 23 percent to 100 percent attendance. During the period of their involvement in the project, the average attendance for these students was also 77 percent. The range was from 45 percent to 100 percent. Several students continued in the high 90 percent range. Among significant individual improvements, one student who missed 62 days the previous year missed 32 days during the project year. One who missed 88 days previously, missed 21. One improved from 50 days missed to only 2 days missed. Another, who had missed 54, improved to 21 and one improved from 25 to 13.

The second year of the project, average attendance for project students was also 77% prior to their participation. The range was from 23% to 100% attendance. During the period of their involvement in the project, the average attendance for these students decreased slightly to 75%. The range was from 45% to 100%.

Among significant individual improvements, one student who attended only 23% of the time the previous year attended 83% of the time during the project year. One who attended 69% previously, attended 89% of the time in the project.

Surveys of teachers, parents, and of project students themselves, indicate overwhelming agreement that project involvement was beneficial to the students. As reported above a majority of the project students' regular teachers felt the students had been helped and wanted to see the project continued.

Of parents responding to their questionnaire, 100 percent indicated the Alternative Program had been a good experience which had helped their children.

Ninety-seven percent of the first year project students indicated they felt the program had helped them; 80 percent indicating it had been a great deal of help.

Students, parents, and teachers recognized the importance of the competence of the advisors. Several parents wrote comments concerning their appreciation for what the advisors had done to help their children. As reported above, students indicated one of the things they liked best about the program was the advisors.

These outcomes have led the evaluators of the pilot program to conclude that:

> This project has demonstrated that it is possible, with a minimum expenditure, to provide an alternative program of support and assistance which enables some students who formerly exhibited little success in school to make meaningful progress.

AN ALTERNATIVE EDUCATION PROGRAM FOR DROPOUT PREVENTION

.... a dropout prevention program for 8th-10th grade students featuring basic skills geared to consumer, civic and cultural awareness, focusing on survival skills and job preparation, and with weekly seminars with local community resource persons.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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An Alternative Education Program for Prevention and Elimination of Dropouts

(Pilot Tested in Prince Edward County Public Schools)

This offers an alternative program to secondary students who have had virtually no academic success and have shown very little interest in school. The eventual goal of the project is to help these students succeed in an occupation. Immediate project objectives are to reduce academic failure, increase tested achievement, increase school attendance, reduce the dropout rate, and increase self-esteem.

Students participate in block programs in consumer awareness, civic awareness, and cultural awareness, with training in reading and mathematics skills as they relate to the programs. Instruction will be directed toward basic survival skills, job orientation, and job preparation.

The program hypothesizes that eighth, ninth, and tenth grade students, who receive (daily) two hours of instruction in reading and in mathematics will: (1) significantly reduce their failing grades (D and F) as compared with their previous records; (2) score significantly higher on the Iowa Test of Basic Skills than they have on previously administered standardized achievement tests; (3) significantly improve their school attendance as compared with previous years' records; (4) show significant improvement in self-esteem as indicated in daily behavior and on the Tennessee Self-Concept Scale; and (5) show a significantly decreased dropout rate as compared with the dropout rates at these levels previously.

Process objectives are described as follows:

o The Pilot Project Reading and Mathematics Teacher will provide learning experiences in Reading such as in visual discrimination, auditory discrimination, simulation, phonics, vocabulary skills, comprehension skills, structural analysis sight words syllabication, content analysis and word study skills, in mathematics areas such as numeration, addition, subtraction, multiplication, division, fractions, applications, money, time, and measurement, and in survival skills such as filling out job applications, preparing a personal budget, and proper check-writing (as documented by Monthly Monitoring Reports).

- The Pilot Project Instructional Aide will support Instruction in Reading, Mathematics and Survival Skills as documented by Monthly Monitoring Reports.
- The Pilot Project Guidance Counselor will provide guidance services for the Pilot Project teacher and regular teaching staff related to student record-keeping and counseling for individual students participating in the project, survival-in-our-society group guidance classes on a weekly basis, occupational and vocational information for project teacher and project pupils, and will conduct an Occupational Seminar Training Program that will be geared to individual student needs (as documented by Monthly Monitoring Reports).

A total of 39 students were enrolled in the Alternative Education Class at the Prince Edward County High School during the 1977-78 school year. This program was designed to accommodate 30 students at a given time; therefore, as a student withdrew from the program, he was replaced.

Of the 39 students enrolled in the Pilot Program, 27 remained at the close of the school year. Of that number, 24 students completed the Posttest of the Iowa Test of Basic Skills; 80 percent of these students showed significant gains in the Reading Skills and 83 percent showed significant gains in the Basic Mathematics Skills.

Daily classroom performance was perceived by the staff as good. Students have done well on solving word problems, reading line and bar graphs, rounding off numbers, and plotting line and bar graphs. Though they worked at various levels ranging from grade levels 2.3 to 5.8, gains have been noticed at all levels. Approximately 40 percent of these students will be mainstreamed into the regular classroom for the next school year.

This is an ongoing pilot program with another year to go. Preliminary indicators are positive; more detailed information is available to potential adopters.

CROSS-AGE TUTORING

.... an approach in which older students assist in teaching younger or less advanced students to the advantage of both

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information is available through the bibliography attached to this narrative.

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

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EXECUTIVE SUMMARY-CROSS-AGE TUTORING

From the earliest times, children have been teaching other children both in formal and informal settings. Cross-age tutoring (CAT) may best be described as a practice where older, more advanced children, teach younger, less advanced ones. This method is viewed as a preventive model to improve attitudes toward school and people and, as a result, will improve behavior which later may be termed as disruptive.

I. GRADE/AGE RANGE: Since research supports the CAT process that tutors, as well as tutees, benefit from this teaching arrangement, it appears that the program could be implemented for youngsters in grades K-12 with advantages for children in all grades.

II. SPECIFIC PROGRAM OBJECTIVES: (Related to Disruptive and Truant Behavior) The programs cited here have demonstrated that there has been improvement (significant) in disruptive behavior of participating children (tutors/tutees) and improvement (significant) in attendance and to school of tutors and tutees.

III. SUPPORTING DATA: Tutoring is a highly efficient model because of the application of the "Helper-Therapy Principle" (Riessman, Frank). It has been found that during the tutoring process the tutor benefits as much, if not more, than the tutee. One of the principal points offered for tutoring is the likelihood of positive changes in the affective behavior of participating children.

IV. STAFFING (SELECTION/IN-SERVICE): Tutoring should be adopted only if teachers are interested enough to volunteer for the program. Teachers involved in CAT must think of themselves as managers of learning opportunities rather than people who supply information and knowledge.

V. SELECTION OF STUDENTS (CRITERIA): The literature on tutor characteristics suggests quite convincingly that a very broad range of students may benefit from acting as a tutor. The evidence is mixed as to whether the tutee will improve more if matched with a particular type of tutor. This evidence is also related to sex, race, and socio-economic factors.

VI. CURRICULUM (CONTENT, GRADING PRACTICES): The implementation of a CAT program does not require the changing of prescribed curriculum or altering the classroom grading practice. Most CAT programs have focused on the basic skills of reading and mathematics.

VII. PROGRAM MANAGEMENT (STRATEGIES, ACTIVITIES, RECORDKEEPING, ETC.): If the CAT program uses high school students to teach elementary children and credit (H.S.) is awarded, then a recordkeeping system is advisable. If tutors are trained in their responsibilities, then attention must be given to tutoring strategies and activities.

VIII. FACILITIES AND EQUIPMENT: Special facilities and equipment are not needed in a cross-age tutoring program. A school-wide program entails little or no extra cost. A small outlay for materials will be required.

IX. POTENTIAL PROBLEMS:

-- Tutor understanding of the program
-- Tutors transported to the tutoring site
-- Faculty endorsement of the program
-- Scheduling time for the tutor-tutee
-- Parents of tutors may see the CAT as a "waste of time"

X. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS: It is important to gain the support of parents toward the cross-age teaching program.

INTRODUCTION

The idea of using students as tutors has always been an attractive one, for the number of potential tutors is as large as the number of students who are potential tutees.

The literature suggests that many schools which have implemented a well-planned tutoring program has reaped the benefits of not only improved performance in areas such as reading and mathematics, but have experienced considerable improvement in areas of misbehavior and absenteeism.

This review of the literature in tutoring and tutor training led to the identification of a number of tutoring techniques and management procedures. The implementation of these procedures should be feasible in schools without a requirement for special staffing, funding, or major development, training, or time commitments.

Implementing a C.A.T. Program

The following factors should be considered when implementing a CAT program:

- It is generally viewed that the longer the tutoring program, the more positive the effects. However, it is conceivable that too much time with the same partner will tend to make both tutor and tutee bored, and tutoring will begin to have negative effects.
- There is no evidence available regarding the effects on the tutor of tutoring one versus many tutees. It is possible that in terms of the tutee, a one-to-one ratio is best because of the special individualized attention that the tutee can receive.
- Tutoring programs have varied widely in the age difference between tutor and tutee. However, there is little evidence available concerning the optimum age difference between tutor and tutee. It is possible that it is not age difference that leads to differential tutee performance; perhaps older tutees are more skilled at tutoring than younger ones.
- There is a belief among those who give advice on tutoring that same-sex pairing facilitates the tutoring process. There is, however, little data to support these beliefs. There is data to support the belief that males benefit more, overall, from acting as tutors.
- There is ample anecdotal and non-experimental evidence that show that children with a wide variety of personal characteristics benefit from a cross-age teaching program. The literature suggests that students suffering from behavior problems, low achievement, or a combination of these problems benefit from tutoring programs.

Perhaps the most remarkable feature of tutoring programs is the variety of participants, goals, and procedures that are, and may be, employed. Tutors exist in elementary, junior, and high schools; participants may be paid but more often are not; they may be underachievers or high-achievers. From all the evidence it can be concluded that several different types of tutoring programs can effectively improve academic and behavioral performance of tutees and tutors as well.

Evidence from the many studies reviewed confirms the need for adequate training of tutors prior to service and during the tutoring process. A tutorial training program will need manuals for tutors and the organizer of the program.

The following outlines for manuals are developed from the review of the literature.

ORGANIZER'S MANUAL

A. Behavioral objectives identified for the program.

B. Management procedures for a tutorial program.

1. Selecting student tutors.

2. Scheduling tutoring sessions--Student Assessment Sheet (SAS). The SAS will provide spaces for the following entires: (a) Name of the tutor, (b) Name of the tutee, (c) Name of the teacher, (d) Student's classroom location, and (e) Instructional prescription that has been made for the student.

3. Tutor Evaluation--Tutor Evaluation Sheet. Actual records should be kept on the progress which tutors make as they interact with tutors.

4. Student progress records--Student Profile Sheet--Tutor Log. When students are working towards the accomplishment of objectives, there must be very specific and accurate records kept of their progress. The Profile Sheet will be capable of depicting the date and results of pretests, instructional prescriptions and date, and the date of mastery of each objective.

   The Tutor Log will provide a means of recording the date, activity, and learning games of each session with the tutee.

5. Procedures for preparing individualized instructional prescriptions.

C. Description of the correct procedure for administering tests.

1. A diagnostic pre-test.

2. Criterion reference post-test.

D. Materials designed to assist the TRAINER teach the tutors. Complete instructions for tutors in the use of these tutoring materials must be in the manual.

1. Tutor home study materials--these are materials which the tutors take home with them and study prior to coming to a tutor training session.

2. Tutor role-playing guides--these materials are designed to help a tutor practice skills in a training session which he will use when he is serving as a tutor.

3. Tutor training session guides--are materials designed to structure the tutor training sessions to review with the tutors the materials acquired in home study and to give directions for the use of tutor role-playing materials.

4. Instructional materials designed to train the tutor in general tutorial skills.

    a. Correct use of positive reinforcers.

    b. The ability to put a student in a tutoring situation.

    c. Ability to avoid over prompting of the tutee.

5. Instructional materials designed to train the tutor in specific tutorial skills.

TUTOR'S MANUAL

A successful system must include tests and materials which are to be used by the tutors to teach tutees. Tutors should be trained in both general and specific tutoring skills.

A. Outline of the tutor training sessions.

B. Instructions for use of the home study materials and role-playing guides.

C. Instruction in the use and value of the following management procedures:

1. Student Assignment Sheet

2. Tutor Evaluation Sheet

3. Student Profile Sheet and Tutor Log

D. General tutoring skills

E. Specific tutoring skills

F. Behavioral objectives

G. Test administration and interpretation of results

DESCRIPTIONS OF EXISTING PROGRAMS

CROSS-AGE TUTORING

The following programs mentioned are but a few of the hundreds taking place in our nation's schools.

The philosophical thrust of cross-age teaching programs is to help individualize instruction and to motivate uninterested pupils. The selection of a "model" program remains quite difficult since some models will have great effectiveness with some learners and very little with others. The purpose here is to introduce one to some proven and acceptable models, to provide one sources of more detailed information related to the models, and to provide one with similarities that appear to be extremely important in the implementation of any cross-age teaching program.

Ontario-Montclair Cross-Age Teaching Project

The Ontario-Montclair School District, Ontario, California, initiated a CAT program in an effort to answer the educational needs of improved academic achievement and the development of an improved self-concept in children.

The three-year evaluation provided positive and statistically significant results in academic achievement in math and reading as well as self-concept. The evaluation results, related to disruptive and truant behavior, are as follows:

1. It was the goal of the project that 25% of the experimental older and younger children would improve more in discipline, according to teacher opinion, than children in the control group during the project period. The results were that the tutors (olders) improved significantly (1% level) and their discpline problems in school decreased by almost 50%. There were no significant findings in the discipline of the tutees (youngers).

2. Both groups (tutors and tutees) significantly reduced their absences as compared with the control group. The result was that the absentee rate of the tutees (youngers) reduced all three years and significant at 1% and 10% levels. In the second year, there were 30% less absences for this group. The absentee rate for the tutors (olders) was significantly reduced during years one and three at 5% level of confidence.

The overall percentage of non-attendance for the project students was 5.71% as compared to 6.44% for the control group. This is significant at the 1% level of confidence.

The Ontario-Montclair project involved sixty children in grades four through six as tutees. The tutors were eighth graders who elected to take a one-semester class in "Cross-Age Teaching." They received a three-week training program prior to the interaction, where they were oriented to the purposes, technqiues, and curriculum content. After implementation, the tutors received a content training session one day a week and feedback seminar sessions one day a week. This allowed three forty-minute sessions per week in direct tutor-tutee contact.

A great deal of flexibility was provided to permit tutors to create their own teaching materials; however, they were given instruction on how to use structured approaches such as the Neurological Impress Method of teaching reading and word recognition by the Kinaesthetic Method.

Each tutor was matched with a tutee for specific help in subject areas and/or interpersonal relationships as prescribed by the receiving teacher.

The crux of any serious tutoring program is tutor training. This is where the basic difference between the non-structured and structured approaches become obvious. The Ontario-Montclair CAT Program stresses the development of an open, non-structured relationship between the students. The tutor is taught to understand why children have trouble in school, and he (tutor) develops his own ways to support the younger's effort to learn. The program used in Ontario is a design developed by Peggy and Ronald Lippitt of the University of Michigan's Institute for Social Research. Information related to this design, titled "The Cross-Age Helping Package," may be purchased for approximately $75.00. This package contains a basic guide, 20 minute filmstrip/record, and telephone conversation with a consultant. (Refer to Resource Section).

The other approach, called programmed or structured tutoring, consists of a series of detailed steps the tutor follows to help his tutee. This approach is exemplified by the Soto Street School in Los Angeles, California, and the Malcolm X Elementary School in Washington, D.C.

Soto Street School Project

The results of the Soto Street School Project are most impressive. Prior to tutoring, only 2% of the first graders had scored as high as the fourth or fifth stanine on the Stanford Reading Test. After tutoring first became part of the curriculum, 25% placed in stanine four or above. Under expanded tutoring the second year, the percentages in stanine four or above jumped to 35%, then to 41% a year later.

According to the professional staff at the Soto School, behavioral changes, especially in the tutors, are even more striking than the academic gains.

The Soto model provides for a five-day tutor training program where they are taught step-by-step procedures they are expected to use with their tutees. Tutors learn to make flash cards; to drill tutees on difficult words; to listen to them read, and to talk with tutees to ascertain their reading comprehension.

This design provides for tutor-tutee direct contact for 20 minutes per day.

The program used at Soto was devised by Elbert Ebersole. Ebersole claims that the program is simple enough that "even the least proficient tutor can follow it with some degree of competence." Unfortunately, there are no experimental data to support this claim; apparently, no comparisons have been made of tutors trained and not trained in this method.

Information related to this program may be obtained from Elbert Ebersole, 3141 E. California Boulevard, Pasadena, CA 91107. Purchase price for "A Teacher's Guide to Programmed Tutoring" and a classroom tutoring kit for 40 pupils is approximately $25.00.

Interestingly, available research does not indicate that any one method of training tutors is superior to another.

Malcolm X Elementary School Program (Washington, D.C.)

The CAT Program at Malcolm X Elementary School in Washington, D.C. has proven to be a successful educational endeavor. Teachers, administrators, and tutors worked together as a team to design and implement learning stations and instructional modules and to conduct one-to-one instruction in reading and mathematics. The program accomplished student improvement in reading and study skills, to the extent of 50% to 75%, and a large majority of the tutees improved in their attitudes toward school. Recorded absenteeism, compared with regular students, was at a minimal level.

Tutors in the Malcolm X program were comprised of 10th, 11th, and 12th grade students from non-public schools and 8th and 9th grade students from area public schools.

Tutors were selected on the basis of interest, scholastic achievement, attendance, and overall attitude toward the concept of the program. They were screened and interviewed by a committee of two teachers, two tutors, and the program administrator.

Tutor participants received one hour academic credit for instruction during school hours and a stipend of $1.60 per hour for instruction after regular school hours.

Summer training activities were conducted for teachers and tutors during a three-week period in August prior to the beginning of the school year. The training sessions oriented tutors to open-space activities and methods; provided skills necessary for instruction in the areas of reading and mathematics; introduced tutors to testing techniques; explored alternative styles of learning and teaching; and involved tutors in the development of learning stations and instructional materials.

Tutor training continued during the school year in an in-service regimen that required tutor participation in seminars and training sessions at least twice weekly. A video machine for micro-teaching was utilized in the training program.

The chief responsibility of teachers was to guide the tutors and to assist in the training process. They also helped in the assessment of tutees and tutors.

Further details on the Malcolm X Project may be obtained free of charge by contacting Dr. Thomas John, Department of Planning, Research, and Evaluation, Washington, D. C. Public Schools, Room 1013, 415 12th St., N.W. Washington D.C.

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DIVERSIFIED EDUCATIONAL EXPERIENCE PROGRAM (DEEP)

.... an alternative classroom management system in which students share in needs identification, objective-setting, task development, and outcome evaluation.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

Jane Connett
Educational Services Builidng
640 North Emporia
Wichita, Kansas 67214

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P. O. Box 6Q
Richmond, VA. 23216

Information on the participation of the Appalachia Education Laboratory in the consortium may be obtained from:

Appalachia Educational Laboratory
Thomas P. Ryan
5 Nelson Street
Rockville, MD. 20850

EXECUTIVE SUMMARY
DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

NARRATIVE DESCRIPTION (BRIEF)

The Diversified Educational Experiences Program (DEEP) is viewed as an alternative classroom management system which is student centered and project oriented. Students involved in this system identify needs, formulate objectives, develop tasks to accomplish these objectives and share in the evaluation of their performance. DEEP is also considered as an alternative for the student to create, gather, develop, and display information. The rules of the teacher are viewed as that of advisor, consultant, and learning systems manager. The student is viewed as an active participant within a classroom environment that is casual, open, trusting, and task oriented.

I. GRADE/AGE RANGE:

The DEEP concept was originally designed for secondary students in grades 7-12. Although this program model was designed for the secondary level, modifications would appear not to limit its effectiveness to middle school aged youth.

II. SPECIFIC PROGRAM OBJECTIVES

The DEEP concept and its implications have shown significant results in decreased rates of absenteeism and student drop outs. In addition, student attitudes in the areas of respect, affection, and the value of knowledge were significantly improved.

III. SUPPORTIVE DATA:

Educational literature reflects positive results in the implementation of alternative classroom management systems which are student centered focus upon the individualization of instruction, self concept teaching, and maintain high levels of student participation. Program studies containing these elements provide statistically significant results in the reduction of truant and disruptive behavior of program participants.

IV. STAFFING (SELECTION/IN-SERVICE)

The DEEP concept places major emphasis on teacher selection and staff training as these are crucial factors in overall program effectiveness. General characteristics of DEEP teachers that are proven successful are those who have at least three years experience, possess humanistic teaching skills, able to coordinate and utilize a variety of instructional resources, and possess an ability to work effectively with all types of students. DEEP provides assessment instruments to assist administrators in teacher selection. To assure program effectiveness, in-service is provided to program teachers on a continuous basis.

V. SELECTION OF STUDENTS (DEEP):

The DEEP program has been successful with the following student target groups: (a) those students that have been identified as potential drop-outs or disaffected learners (b) gifted, talented or creative students and (c) those students desirous of an alternative to traditional classes. Program effectiveness tends to favor more positive gains with students who are considered as truant, disruptive, or disaffected.

VI. CURRICULUM (CONTENT, GRADING PRACTICES):

The implementation of DEEP does require the use of a variety of paperbacks, magazines, movies, audio-visual equipment, and art supplies. Depending upon the nature of the school district and in-service procedures, costs are estimated at $30 per student. Course content and grading practices are of a non-traditional nature designed to afford the student and teacher involvement and participation in goal setting, presentation, and evaluation.

VII. PROGRAM MANAGEMENT (STRATEGIES, ACTIVITIES, RECORDKEEPING, ETC.)

One of the salient features of a DEEP program is the management system. Upon request, manauals are available for administrators and teachers.

VIII. FACILITIES AND EQUIPMENT:

To implement the DEEP rrogram in any district would require an initial outlay of funds estimated at $30 per pupil. Maintenance and upkeep costs after the initial year would be approximately $15 per pupil. (See attached suggested equipment list)

IX. POTENTIAL PROBLEMS:

-- Consistency among program teachers
-- Student scheduling
-- Maintenance of effective pupil teacher ratio
-- Faculty endorsement of program content

X. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS:

Essential to the effectiveness of this program is the need to keep the total school staff, parents, and the community informed and involved.

XI. SOURCES OF INFORMATION (MAIN)

1. Connett, Jane, Project DEEP (*Diversified Educational Experiences Program*) Educational Services Building, 640 North Emporia, (Wichita, Kansas 67214) pp. 1-34.

2. Connett, Jane and Swanson, Monty. *Administrator's Guide - A Guide for Implementing Project DEEP*. Educational Services Building, 640 North Emporia (Wichita, Kansas 67214) pp 1-18

3. Connett, Jane et.al. *Techniques of Classroom Management*. Educational Service Building 650 North Emporia (Wichita, Kansas 67214) pp 1-56.

PROJECT DEEP

In order to understand more thoroughly the ways in which the DEEP classroom management model differs from other management systems, it is necessary to look closely at four components of the model: (1) DEEP teachers (2) DEEP Teacher-Student Relationships (3) DEEP students, and (4) the DEEP classroom. Most of the concepts taken individually do not appear revoluntionary, but together they form a unique approach to instruction.

TEACHERS

DEEP teachers assume that all students have a need to learn more about the world in which they live, and that given the opportunity those same students will become responsible for their own learning. They also appear to believe in the worth of all students as individuals and in their ability to learn on their own through teacher guidance. Students are understood to learn in different ways and that the teacher's responsibility is to find the best way for each student to master that which the student wishes and needs to learn. This calls for a great deal of individualization: students setting their own goals, finding ways to accomplish those goals, and assessing their accomplishments.

According to accumulated data on successful characteristics of teachers in DEEP, it would consist of the following:

1. a strong knowledge of subject matter, its importance, and how it can be learned by others
2. a willingness to change when such a change will benefit the students as they attempt to acquire knowledge about a specific set of subject matter
3. the ability to look seriously at teaching activities and evaluate them using both student-determined and teacher-established criteria
4. a willingness to take risks by allowing both the student and the teacher to venture into unknown territories in the attempt to grow both intellectually and socially

5. the ability and willingness to share knowledge and to encourage students to share their new-found knowledge as a result of investigations
6. an optimistic outlook toward the world, education, and student growth
7. tenacity toward completing jobs started by the student as well as those begun by the teacher
8. the ability to deal with much more dissonance than is found in most classrooms
9. a willingness to share both classroom control and planning time

TEACHER-STUDENT RELATIONSHIPS

DEEP teacher-student relationships are primarily characterized by openness, as explained below:

1. The teacher must accept students for what they are at the present time and not make judgments about past performances. This involves setting aside peer review, rumor, past grade performances, and test scores. Similarly, it means viewing the students as individuals with both potential and worth.
2. Students, on the other hand, must believe that the teacher is open and willing to "start anew." Trust is the key concept in regard to student-teacher relationships.
3. The DEEP teacher-student relationship is one of shared responsibility. Students create goals through an interaction between the teacher's needs and the student's wishes. Students accomplish these goals with the aid of the teacher. They evaluate their accomplishments with the help of their peers and the teacher and by using their own criteria. They are in charge of their own successes or failures. They are just as responsible as the teacher.

STUDENTS

As active participants in and determiners of their own learning, DEEP students

1. possess a feeling of ownership toward their class by recognizing that the class belongs to them and is a tool for fulfilling their needs and expectations;
2. accept responsibility for their attendance, for the participation, for their successes, and even for their failures; they learn to expect success, but they also learn to accept responsibility for their failures and to learn from their mistakes;
3. are willing to take risks or, at least, to grow in risk-taking by sharing their ideas and feelings with other members of the class, thereby developing trust in others and in themselves;
4. cooperate with classmates because they perceive that only through a give-and-take situation can they achieve their goals;
5. plan and carry through tasks by carefully allotting their time and resources toward a specific goal;
6. learn to negotiate with other members of the class, with individuals, with other groups, and with their teacher in determining the conditions concerning the subjects of their projects, the best methods for presentation, the schedule of their time, and the methods by which they will communicate their feelings;
7. participate in their own evaluations and in developing the criteria by which they will be evaluated;
8. carry over the knowledge and the skills they have learned in the DEEP classroom to their relationships with people and in solving their problems; they learn to use verbal skills and different ways to communicate; they learn to recognize problems, to outline alternatives, and to set priorities; they develop contingencies and make knowledgeable choices;

9. feel better about school through an enhanced self-image and elimination of alienation.

THE CLASSROOM

A DEEP classroom might include the following characteristics and purposes:

1. Furniture is not fixed, but is flexible for both the teacher and the student to move as needed.
2. Students work in both large and small groups.
3. Electronic and non-electronic media are available for students to use in the development of their learning projects.
4. Students are given administrative responsibility for keeping daily attendance.
5. A "learning events" calendar is posted for student inspection and input.
6. Classroom tension and anxieties are reduced.
7. DEEP students carry over their skills into other classrooms and/or co-curricular activities.
8. The community is utilized as a resource by the student. This includes museums, libraries, governmental agencies, and citizens.

SUGGESTED MATERIALS FOR THE DEEP CLASSROOM

This list includes suggested materials for the DEEP classroom. Each adopter school should examine the list closely and choose those items which are appropriate in that situation. No DEEP classroom would require all the suggested materials, especially in the area of Audio/Visual. One adopter might wish to purchase a 35mm camera with close-up lens. Another might chose an Ektagraphic kit, for example. Choice of equipment should reflect the needs of each specific classroom. Costs are approximate.

AUDIO/VISUAL EQUIPMENT AND SUPPLIES

Video tape recorder ($750 blk/white reel-to-reel; $1300-$1550 color/cassette)
Television monitor ($450-$750 color, 19")
Television camera ($750 blk/white; $1200-$1500 color)
Video tapes or cassettes ($25 @)
Camera dolly ($50-$250)
Pixmobile ($60)
Single lens reflex camera ($200-$250)
Close-up lenses ($15)
Blue filter ($5)
Photographic copy stand ($50)
Film, color and/or black and white (100 ft. rolls) ($10-$15 @)
Bulk film loader ($12)
Ektagraphic kit (contains Kodak 126 camera and copy stands) ($160)
Developing kit for black/white reversal process ($125)
Carousel slide projector ($100)
Carousel slide trays ($3 @)
Slide sorter ($3)
Cassette tape recorder ($35-$50)
Cassette audio tapes ($.50 @)
Super 8 movie camera ($30-$250)
Super 8 movie projector ($100)
Film editor ($50)
Super 8 movie film ($4 @)
Light reflectors (4) ($3 @)

OTHER MATERIALS

Newsprint (500 sheets)
Felt-tip pens (35)
Poster paper (100 sheets)
Human relations activities and games (3-5)
Books, various titles of interest to students and compatible with subject area
Scissors
Masking tape
Scotch tape
Plaster of Paris
Papier Mache'

DISCIPLINE

Some comments on discipline and how discipline relates to the DEEP classroom are appropriate here.

Discipline is a difficult word to define because the term is highly emotionally charged for many people, educators, and patrons, and the word connotes different meanings for each of us. It is generally argued that discipline is relative, and that a disruptive situation in the eyes of one teacher may leave another teacher undisturbed. Recent Gallup polls have indicated, however, that most people believe schools should be involved with "discipline." Yet most people see the development of self-discipline as preferable to mere obedience. However, learning self-discipline involves choice while obedience does not, and when students are allowed to make choices, one must be prepared to deal with "wrong" choices as well as "right" ones.

The major by-product of the DEEP classroom as far as discipline is concerned is the development of peer pressure. Students negotiate their own goals, and rules for classroom behavior, as well. A student who violates one of more of those rules is acting contrary to the class, to fellow students, rather than to the teacher. And, thus, the student must be ready to incur the admonishment of peers.

SUMMARY OF THE MANAGEMENT MODEL

The DEEP classroom management system is described in detail in DEEP Classroom Management, another DEEP publication. However, for our purposes, it will be discussed briefly and generally in this section.

First of all, it should be noted that the DEEP classroom management model is flexible. It can be modified to meet a variety of educational situations. The model may be adapted for use within the traditional high school, junior high school, or middle school. DEEP is also being used in separate alternate facilities and with classes composed of gifted students. DEEP fits nicely in the typical schedule of approximately one-hour class periods, but it can be used in modular schedules. Although the DEEP class is more often managed by one teacher, it has also been applied in team-teaching and cross-disciplinary classes. Use of the DEEP classroom management system requires no adjustment in class size; that is, a regular sized class of twenty to thirty-five students can be accommodated within the model. DEEP is an appropriate management model in any academic course, although it has worked most successfully in the areas of social studies and language arts. It is suggested that the duration of the course in which the DEEP management model is used be at least a semester in length, or its equivalent in classroom time, as it takes a certain amount of preparation to develop student attitudes and skills necessary in the DEEP classroom.

Despite the flexibility of the DEEP management model, it contains one essential ingredient--student involvement and participation in goal-setting, presentation, and evaluation.

EVALUATION

The evaluation model established for this classroom management system differs from the traditional situation.

Small group projects are evaluated by the teacher, the students in the small group, and by the entire class. After "debriefing" a small group project, she distributes a rating sheet (see attachment "Evaluation Sheet for Student's Presentation") to the students in the class who were not members of the project group. Each member of the class rates the performance of the entire group and passes the rating sheet to the group that had completed the presentation. The teacher also rates the presenting group and individual members of the group. Members of the presenting group fill out an individual evaluation sheet (see attachment "Personal Evaluation Sheet" and "Individual Evaluation"), and a short discussion period is held with the teacher and each group after a presentation to discuss the evaluation rating.

A second type of evaluation relates to the class objectives that are negotiated between teacher and students. Each student is given a copy of his objective and an evaluation sheet (see attachment "Evaluation of Objectives"). This ranking serves as a student baseline for the evaluation following each grading period. Prior to a regular grading period, the student and the teacher agree on the evaluation of the student's program.

EVALUATION SHEET FOR STUDENT'S PRESENTATIONS

	not at all	fair	good	very good
1. Was a clear, logical sequence followed?	1	2	3	4
2. Was the subject adequately covered?	1	2	3	4
3. Was the project interesting and relevant?	1	2	3	4
4. Was the topic covered original and creative?	1	2	3	4
5. Was the method used to present the project adequate: did the person speak clearly, etc.?	1	2	3	4
6. Did the presentation provoke discussion?	1	2	3	4
7. Did the students present and defend their positions?	1	2	3	4
8. Were questions answered intelligently and to the point?	1	2	3	4

Comments:

Questions about the project:

name of project

student

Personal Evaluation Sheet

All answers are confidential

1. What specifically did you do toward achieving the goals and objectives of the group? ______________________________

____

2. What specifically did the other group members do individually? ______________________________

____

____

3. What specifically did you do to achieve personal goals and objectives?

____

____

4. Approximately how many classtime hours did your group spend working together?

____

5. Did your group meet outside of classtime? __________ How long did they meet?

____

6. How many hours did you spend working on the project? ______________________________

7. How many outside resources did you use for information? ______________________________
Name them: ______________________________

____

8. How much time did your group spend rehearsing? ______________________________
How much time were you involved? ______________________________

9. If you had 100 points to distribute among the members of your group, including yourself, how many would each person receive? No two people may receive exactly the same. ______________________________

____

10. Did you enjoy working with this group? Why or why not? ______________________________

____

11. Which group members would you want to work with again and why? ______________________________

____

12. Are there any you would not wish to work with and why? ______________________________

____

Personal Evaluation Sheet (con't)

13. What specific problem did your group encounter in doing this project and how did you solve these problems? ____________________

____ ____________________

14. What individual problems did you as an individual experience and how did you handle them? ____________________________________

____

15. What could you and your group have done to make your project better?

____

____

INDIVIDUAL EVALUATION

Name ______________________________

1. How would you rate your production in the area of creativity of idea?

   Excellent Good Fair Poor

2. How would you rate the quality of the technical presentation?

   Excellent Good Fair Poor

3. How would you rate the effort your group put into the preparation of the production?

   Excellent Good Fair Poor

4. How would you rate the overall effect of your presentation?

   Excellent Good Fair Poor

Comments:

List your duties in the presentation and preparation of the project.	How well do you feel you accomplished each of these duties?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

PROJECT DEEP
Evaluation of Objectives

________________________ student's name

________________________ teacher's name

____ nine weeks

The evaluation scale is So-Sometimes
Al-Always
Se-Seldom
NW-No Way
Us-Usually

S-Student Response
T-Teacher Response

Goal Number	B	S	T	Goal Number	B	S	T
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
8.				8.			
9.				9.			
10.				10.			
11.				11.			
12.				12.			
13.				13.			
14.				14.			
15.				15.			

Individual Goals. (Please write out.)

1.
2.
3.
4.
5.

S	T

EFFECTIVENESS

SELECTION OF STUDENTS

The method of selecting students in this project was done on a random basis. This basis of assignment to these classes was to justify the assumption that project students were similar to the control groups, or general school population, in terms of absenteeism, drop-outs, and attitude.

EFFECTS OF BEHAVIOR AND ATTITUDES

Based on a computer analysis of expected absentee rates, it was determined that 12.3 percent of the experimental group would be absent. It was found that only 8.6 percent of the experimental group was absent, which resulted in a 30 percent decrease in the absenteeism rate.

From the same computer analysis it was determined that 12.7 percent of the experimental group would drop out of school. It was found that only 8 percent had done so at the conclusion of the evaluation period, a resulting decrease of 37 percent.

While significant changes in drop-out and absenteeism behavior were clearly demonstrated, attitudinal differences among the experimental group were assessed using the Risk Taking Attitude Values Inventory (RATVI). The experimental group showed systematic improvement in their ratings in attitudinal areas of affection, respect, and the value of knowledge. To compare the attitudinal assessment data of the experimental group, the Educational Assistance Institute provided standard scores and percentile ranks of the RTAVI assessment instrument. It was found that the experimental group began the program at the 2nd percentile. In the areas of respect and value of knowledge, the experimental group began at the 5th and 65th percentile ranks respectively and ended in the 42nd and 99th percentiles.

Parents were also asked to respond to a questionnaire at the beginning and end of the school year. The first four questions asked the parents to rate their child's attitude toward school, other students, themselves, and teachers.

The parents reported small yet significant improvements in the attitudes of their child toward school, other students and themselves. From the parents' points of view, the largest and most significant gains were shown in their child's attitude toward the teacher.

MANUALS

To assist potential adopters of the DEEP classroom management model the following manuals are available upon request by contacting: Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, Kansas 67214. (316) 268-7801.

ADMINISTRATOR'S GUIDE
Table of Contents

I. What is Project DEEP?

II. Does DEEP Meet Any of My School's Needs?

III. How Can I Involve Others With Project DEEP?

- A. Central Administration and Board of Education
- B. School Staff

IV. How Do I Involve More Teachers in DEEP?

V. How Do We Get Training?

VI. How Do We Select Equipment, Supplemental Materials and Physical Facilities?

VII. How Do We Select and Schedule DEEP Students?

VIII. How Do We Get Support from Parents and the Community?

IX. How Are the Role Responsibilities of the DEEP Team Defined?

X. How Will the DEEP Program be Evaluated?

TECHNIQUES OF CLASSROOM MANAGEMENT

Table of Contents

I. Explanation, Background, and Rationale (The First Seventeen Days)

II. Development of Goals, Needs, and Objectives

III. The Use of Media in the Classroom

IV. Planning and Preparing Projects

V. Graduation

VI. Implementation

VII. Building Communication and Support

VIII. Bibliography

IX. Sample Units

X. Additional Activities

FOCUS

.... a school-within-a-school for
disaffected, low-achieving, or non-functioning high school age students,
featuring group counseling plus modified
programs in most academic areas.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

FOCUS Dissemination Project
Human Resource Associates, Inc.
121 East Second Street
Hastings, Minnesota 55033

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P. O. Box 6Q
Richmond, VA. 23216

Information on the participation of the Appalachia Educational Laboratory in the consortium may be obtained from:

Appalachia Educational Laboratory
Thomas P. Ryan
5 Nelson Street
Rockville, MD. 20850

EXECUTIVE SUMMARY

NARRATIVE DESCRIPTION (Brief)

The main thrust of the FOCUS program is to provide an educational model for students who are performing well below their capacity socially and/or academically. It is generally recognized as an alternative approach to assist a student who has an inability to function in the traditional classroom setting due to a pattern of behavior problems and a high rate of absenteeism and tardiness.

I. GRADE/AGE RANGE

Documentation exists that the FOCUS program is successful at the secondary level (7-12) to improve self-concept, increase academic potential, and improve attendance. It appears this program would have implications for school aged children K-12. The only delimiting factor would be in the provision for work/study experiences which would be appropriate only to the secondary population.

II. SPECIFIC PROGRAM OBJECTIVES

The program cited is developed on the assumption that alienated youth will not achieve success in their social/emotional development, academic pursuits, and self worth as a contributing member of society.

Specific program goals are as follows: (1) to reduce the alienation and improve the self concept of youth (2) to provide youth with increased access to desirable social roles and (3) to reduce negative labelling of youth and direct them from adjudication. Adjudication in this context means that which is legislated by suspensions, discipline referrals or entrance into the juvenile court system.

III. SUPPORTING DATA

It is generally accepted that poor self-concept, high absenteeism, and disruptive behavior are related and contribute to school aged youth's negativism within his environment. It has generally been found in studies pertaining to self-concept, teacher expectancy, motivation, attitudes that the adage "success breeds success" becomes a common thread in the attempt to bring about positive changes. One of the focal points of FOCUS is the ability to bring about a positive attitudinal change in behavior of participating students.

IV. STAFFING (Selection/In-Service)

A program of this nature will only be as effective as the teachers who are successful in dealing with the affective behavior of alienated youth. Teachers involved in a FOCUS program are responsible for interdisciplinary teaching and have adept skills not only in the cognitive aspects of teaching but also in human relations skills. A large portion of the teacher responsibility is counseling, communicating in small groups, utilizing a variety of techniques and approaches, and acting as a liasion between the home, school, and community. Inservice and staff development are essential to teacher effectiveness in the FOCUS program.

V. SELECTION OF STUDENTS (Criteria)

Student participation and selection for this program are those who are determined to be significantly deficient in the basic academic skills and positive social development. A full assessment criteria is established to determine the extent of an individual student's needs in the social, emotional, behaviorial and academic areas.

VI. CURRICULUM (Content, Grading Practices)

The educational model of FOCUS can be considered a mini-school concept of organization as well as an alternative education concept. The philosophy of the FOCUS approach is emphasized into seven interrelated components: caring, the setting of expectations, structure, individualization, responsibility, reinforcement, and evaluation. Programmatic content is designed in the basic Academic skills of reading, math, and history; Vocational Preparation; and Family Group Concepts (individual and small group counseling). Although the thrust of the program is individualistic, alteration of classroom grading is not required.

VII. PROGRAM MANAGEMENT (Strategies, Activities, Recordkeeping, etc.)

Program management is an important component in the FOCUS concept. Maintenance of accurate educational records, employment records, and individual educational plans are the major responsibilities.

VIII. FACILITIES AND EQUIPMENT

Special equipment to implement a FOCUS concept are not needed. A program of this nature would vary in cost depending on the needs, facilities, materials, and personnel of the school system. Funds would be required for inservice training, evaluation, curricular material purchase, and classroom modification as needed. These costs may be minimal due to existing FOCUS materials which are available and reproducible.

IX. POTENTIAL PROBLEMS

-- Faculty endorsement of the program
-- Integration of students into regular classes
-- Lack of parent understanding
-- Student transportation to job sites
-- Availability of job sites
-- Staff training (skills acquisition)

X. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS:

Parent and Community involvement are essential to the overall success of a FOCUS approach. Parents are involved through Parent/Teacher/Student meetings, individual conferences, and other informal communications. Community members are involved in providing job sites for students and cooperating with program personnel in the evaluation of a student's progress in a work experience setting.

XI. SOURCES OF INFORMATION (Main)

1. FOCUS Dissemination Project, Human Resource Associates, Inc., 121 East Second Street, Hasting, Minnesota 55033 (p.1-24)
2. FOCUS A Successful High School Program for Dealing With Disaffected Youth U.S. Office of Education (National Diffusion Network) Department of Health, Education, and Welfare, Washington, D.C.

Conceptual Framework

School aged youth enter the public schools of our nation with a diversity of socio-economic backgrounds. These differences are on a continuum of those who are the most affluent to those who are least affluent. Typically, the least affluent are surpassed by approximately 63% of their peers on nationally standardized achievement tests and they are among the youth who have become alienated from reaching individual human potentials. The FOCUS concept is a diversified experience directed toward meeting the diversified needs of the school youth unable to perform properly within the traditional classroom setting.

Program Description

The Focus model was developed in the Roseville Area Schools, Roseville, Minnesota over a three year period extending from 1971-1974. This developmental period was funded through a grant from the Youth/Development/Delinquency Presention Act.

The FOCUS model uses a mini school approach that operates in cooperation with and as an extension of existing programs and services by the Roseville District. Space requirements are dependent on the number of students to be served.

Classes in the model include English, Social Studies, American History, Family Group, and Work Experiences for Senior High School students.

Staff members are selected on a voluntary basis from existing staff to cover the subject areas noted. Each staff person has the responsibility to be involved in at least one Family Group.

The FOCUS program is different from other mini school concepts dealing with alienated youth. The difference centers in the Family Group atmosphere which attempts to instill in each student a feeling of self worth and hope for the future. To reach these objectives staff members emphasize care, nurturance, and structure in their approach to students. Students are confronted with their unacceptable behavior and positively reinforced for acting in socially acceptable ways.

The overall goals of a FOCUS model is to decrease the incidence of alienation among youth. To do this the following specific goals and objectives attempt to achieve this end.

I. TO REDUCE THE ALIENATION AND IMPROVE THE SELF CONCEPT OF STUDENTS

A. The self concept of students
B. Interaction of students with peers, parents, and adults will improve
C. Attitude toward school will improve
D. Attitude of parents will be positive during each school year
E. Involvement of parents and students will increase

II. TO PROVIDE STUDENTS WITH INCREASED ACCESS TO DESIRABLE SOCIAL ROLES

A. Academic Achievement for the group will increase at least one year
B. The number of school drop outs will decrease
C. Parent assessment of child's academic and personal improvement will be positive
D. Work experience students will result in job placement.

III. TO REDUCE NEGATIVE LABELING OF STUDENTS AND DIVERT THEM FROM ADJUDICATION

A. Discipline referrals will decrease
B. School suspensions will decrease
C. Attendance will improve
D. Tardiness will decrease
E. Court referrals will decrease

Selection of students for this model was not done on a random basis. Each student chosen for the project population exhibited one or more of the following characteristics:

-- inability to function within the traditional classroom setting
-- sufficient potential to benefit from the program
-- academic skill below expectancy
-- recognized as an underachiever
-- a pattern of behavior problems
-- high absenteeism and tardiness
-- lacking motivation
-- poor self image
-- stressful family situation
-- hostility towards adult and authority figures
-- identification as a drop out
-- exposure to juvenile court system

The instructional program is designed as an interdisplinary approach which combines individualized instruction and group work based on the student's ability and needs. Since the project students are deficient in academic skills and positive social development, the emphasis in each discipline area is focused on generating success in these specific problem areas. Individual instructional systems and peer tutoring are used to meet these needs.

The central core of the FOCUS concept is the Family Group or small group interaction. Each group consists of approximately eight to ten students and one teacher/advisor who meet together for one class period each day throughout the school year.

The Family Group process utilizes the peer group to enhance and encourage positive social development. Peer group pressure has been found to contribute the greatest influence on an adolescent's behavior. The Family Group requires a skillfull teacher/advisor to direct the peer group influence to assist students in dealing with the source of their alienation and disaffection in school.

Parents and community representation were intricately involved in developing the FOCUS model as members of an Advisory Board. A salient feature of this project is the emphasis on parent conferences and parent/school communications.

FOCUS PROGRAM EFFECTIVENSS

The 1973-74 FOCUS program evaluation results confirm the conclusions elicited from earlier evaluation data. These conclusions demonstrated an overall (a) reversal of a past pattern of less than normal academic growth (b) growth in self concept (c) improved attitude toward school (d) decrease in school disciplinary infractions (e) decrease in adjudication referrals and (f) parent-perceived improvement and gains for their FOCUS students.

Data pertaining to absences, tardies, and school drop outs appear to merit further consideration of how these areas can be improved. It appears from the available data that the cause-effect relationship of absenteeism is little understood with the exception of concluding that poor performance can be equated to a child's attendance record. Tardies, although to a lesser degree, would also seem to be a measure of poor academic performance. But FOCUS data indicates that the most tenable conclusion is that less than normal academic performance can be correlated to those students who are absent a large number of days.

The school drop out data from the Roseville Project has not demonstrated a reduction in rate. It was concluded that other factors besides a FOCUS concept may have been needed to deal effectively with this problem.

A summary of the evaluation findings of the FOCUS (Roseville District) is attached. For reader information, Ramsey and Kollogg FOCUS refer to the two school sites in the Roseville Area Schools where the project is operative.

SUMMARY OF EVALUATION FINDINGS

OBJECTIVES	INDICATORS	Ramsey Focus			Kellogg Focus		
		1971-72	1972-73	1973-74	1971-72	1972-73	1973-74
Improve Attitude Toward School	IOX School Sentiment Index	* Increase	* Increase	* Increase	NOT IN OPERATION	* Increase	* Increase
Improve Self-Concept	IOX Self Appraisal Inventory	* Increase					
	MMPI Ego Strength Scale		Increase	* Increase		* Increase	* Increase
Increase Academic Achievement	G.P.A.	* Increase	* Increase	Not Collected		* Increase	Not collected
	Standardized Achievement Tests	13 months gain in 7 months	7 months gain in 7 months	6 months gain in 7 months		1 month gain in 7 months	7 months gain in 7 months
Decrease Tardies	Tally of Tardies	Increase 114%	Increase 96%	Increase 6%		Increase 67%	Decrease 72%*
Decrease in Days Absent	Tally of Absences	Decrease 12%	Decrease 5%	Increase 30%		Increase 21%	Increase 16%
Decrease in School Referrals	Tally of Referrals	Decrease 79%	Decrease 77%**	Decrease 64%**		Decrease 61%**	Decrease 28%**
Decrease in School Suspensions	Tally of School Suspensions	Decrease 73%	Decrease 39%**	Decrease 25%		Decrease 16%	Increase 28%
Decrease in Police and Sheriff Contacts	Tally of Contacts	No data	** Decrease 44%	** Decrease 71%		** Decrease 70%	Decrease 38%
Decrease in Court Referrals	Tally of Referrals	Increase 57%	Decrease 33%	Decrease 78%**		Decrease 36%	No Change

* Statistically significant ($p \leq .05$) using a parametric statistic
** Statistically significant ($p \leq .05$) using a nonparametric statistic

ADOPTER INFORMATION

Potential adopters of the FOCUS model can obtain information and a variety of services from the FOCUS DISSEMINATION PROJECT staff. The FOCUS program has been identified as an exemplary project by the Joint Dissemination Review Panel of the Education division, HEW and has demonstrated the need to meet the needs of alienated secondary aged students. The United States Office of Education (National Diffusion Network) has allocated funds to establish the FOCUS DISSEMINATION PROJECT (FDP) whose goal is to assist other schools to replicate this model.

The FDP staff will assist in the coordination and adoption and awareness activities which include the distribution of information and materials, visitations to ongoing programs, area workshops and visitations, and follow up visitations and consultations at adopter sites. It is appropriate here to list some of the materials and services provided by this network.

FOCUS Training: Workshops will be provided to selected adopter sites. Each workshop is designed to meet the needs of the staff being trained. The workshop is two to three days in length and approximately six to eight hours each day. Content areas of the workshop will include:

1. FOCUS Concepts
2. Group Processes
3. Discipline
4. Decision-Making
5. Classroom Techniques
6. Evaluation

Materials and Services: The following materials are available by the FOCUS staff and available through the FOCUS Dissemination Project Office. Human Resources Associates, Inc. 121 East Second Street, Hastings, Minnesota 55033.

	Cost
1. FOCUS Booklet	$ 1.00
2. FOCUS Training Manual	15.00
3. FOCUS Curriculum Manual	10.00

Services: The following services are available through the FOCUS Dissemination Project Office:

1. FOCUS Awareness Presentations
2. FOCUS Site Visitations
3. FOCUS Training Workshops
4. Follow up to Adoption Sites
5. Technical Assistance

FOCUS ADOPTERS

If one is interested in other school system efforts to adopt the FOCUS model the following persons can be contacted to provide pertinent information:

1. Drucilla Hite
   Vance Junior High School
   Edgemont Avenue
   Bristol, Tennessee 37620
   (615) 968-1471

2. Wilma Yap
   THIS PROGRAM
   Edgemont Avenue
   Bristol, Tennessee 37620

3. Louis T. Anders
   Beaufort Public Schools
   P. O. Box 350
   Beaufort, South Carolina 29902
   (803) 524-2660

4. Lucille Burton
   Asheville-Buncombe Cty. Optional School
   331 College Street
   Asheville, North Carolina 28801
   (704) 252-6909

5. Sue Schillinger, Project Coordinator
   FOCUS Dissemination Project
   Human Resources Associates, Inc.
   121 East Second Street
   Hastings, Minnesota 55033
   (612) 437-3976

SCHOOLS WITHOUT FAILURE

.... an educational approach, based on reality-therapy concepts, to reaching negatively-oriented children through an eight-step approach to discipline.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional Information is available through sources listed in the bibliography attached to this narrative.

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P. O. Box 6Q
Richmond, VA. 23216

Information on the participation of the Appalachia Educational Laboratory in the consortium may be obtained from:

Appalachia Educational Laboratory
Thomas P. Ryan
5 Nelson Street
Rockville, MD. 20850

EXECUTIVE SUMMARY

SCHOOLS WITHOUT FAILURE

Schools Without Failure is an educational approach, using the theories of Reality Therapy, to current educational problems. SWF is a way of reaching negatively-oriented children through a program based on relevancy, involvement, and thinking. The process involves the use of class discussion, new approaches to discipline, homework, grading, and testing.

I. GRADE/AGE RANGE: The process is adaptable to all grades, but emphasized at the elementary level.

II. SPECIFIC PROGRAM OBJECTIVES: Increased motivation to do school work and reduce undesirable behavior.

III. SUPPORTING DATA: The Pennsylvania State Department of Education has conducted extensive evaluation of the SWF program as carried out in several schools. Evaluation is cited in a separate section of this document.

IV. STAFFING (SELECTION/IN-SERVICE): Extensive in-service of staff is required when implementing a Schools Without Failure program. This appears to be a one-time major investment; however, continual in-service for new staff members and support and assistance to those previously trained is important.

V. SELECTION OF STUDENTS (CRITERIA): This program involves all students. There is no need for the development of criteria for the selection of students.

VI. CURRICULUM (CONTENT, GRADING PRACTICES): An examination of curriculum content is important. To implement the SWF program fully requires a re-evaluation of grading practices and revision of philosophy.

VII. PROGRAM MANAGEMENT (STRATEGIES, ACTIVITIES, RECORDKEEPING, ETC.): Very little program management such as recordkeeping is required; however, school activities such as class meetings and application of the 8 steps to discipline, as outlined by William Glasser, are essential to the success of the program.

VIII. FACILITIES AND EQUIPMENT: Special facilities and equipment are not needed.

IX. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS: A full understanding of SWF by parents and community.

Schools without Failure

INTRODUCTION

The theory on which this approach is based suggests that the success factor is far more significant than the failure factor in developing learning motivation. The belief that individuals need to be allowed to learn at individualized rates of speed is an essential part of the program.

In-service programs for schools implementing Schools Without Failure are available through the Educator Training Center in Los Angeles, California. Details on cost may be obtained by contacting the Educator Training Center, 2140 West Olympic Boulevard, Suite 518, Los Angeles, CA 90006 or by calling (213) 386-2511.

The following description taken from an article titled "Mr. Glasser's Gentle Rod," in the September, 1978 issue of American Education presents an excellent overview of the SWF program.

> "Involvement is a key word. In classrooms where the Glasser method is used, one hears it again and again. Students cause problems because they are not involved with school. Teachers have little control because they are not involved with students. In every place where there were problems, involvement appeared to be lacking.
>
> What is most remarkable about the new discipline is that it diligently avoids punishment. Punishment, contends Dr. Glasser, is better suited for maintaining order on a battlefield or in a chain gang than in a classroom. It makes students angry and dejected. It gives them fuel with which to rebel. And most important, by casting the teacher as almost a minor deity, a decider of fates, at once judge and jury and jailer, it does absolutely nothing to teach responsibility for one's own actions.
>
> Traditionalists may view discipline without punishment as a blueprint for classroom anarchy, but sparing the rod does not necessarily mean spoiling the child. The Glasser method is by no means a laissez faire, "do-your-own- thing" approach to discipline. The goal is to help kids become responsible for themselves.

The basic outline of that plan for teachers is as follows:

Get involved with students. This is the groundwork for all further progress. A prerequisite for any worthwhile student-teacher communication is trust. Be personal. If a child wants to tell how a cat was stranded for four hours in a tree Sunday afternoon, take the time (it needn't be long) to listen.

Involvement is the key to the whole thing. This does not mean compromising a position of authority. Be a friend, not a chum.

Deal with present behavior. Before a student can begin to change a pattern of undesirable conduct, that student must be aware of what he of she is doing. The teacher should focus on behavior, not feelings. Say, for example, Tommy has just whacked Mary Ellen with a ruler. Right after the incident, his teacher should ask Tommy *what* he did--not *why* he did it. Asking students why an incident occurred often just invites a tangle of fingerpointing and accusations.

Concentrating on present behavior also eliminates dwelling on past failures. Reminding Tommy that this is the ninth time this month he has whacked someone with a ruler encourages a built-in fatalism. A sense that behavior cannot be changed. Bringing up children's past misbehavior places an intolerable burden on them. It's hard enough coping with current problems.

Get the student to make a value judgment about his or her own behavior. This may take some doing. A teacher might sit down with a problem child and ask, Is what you're doing against the rules of the classroom or the school? The question tends to cut through some of the confusion and game-playing with words and thoughts. Or, to the query, Is what you're doing helping you? The student's initial response may well be, Sure. I fell better after hitting Mary Ellen. But eventually most students come to realize that continually getting into scrapes is not making their lives at school any easier or happier.

Help the student make a plan to change that behavior. The plan should be simple. Make it easy for the child to succeed. Take the case of fighting. After discussing the problem with the student, the teacher may suggest, Why not see if you can make it till lunchtime without fighting? How does that sound? You try to help kids look at what they're doing and make reasonable choices. It's a child and working together instead of just the adult handling down decisions. Part of an effective plan includes what the children are willing to do (in addition to what they will not do) to make things better for themselves and those around them. It's a positive action that can be reinforced upon completion.

Get the student to make a commitment to change that behavior. The commitment can be as simple as a handshake or verbal agreement or as elaborate as a written contract. This important step impresses on the student the fact that one is captain of one's own ship, responsible for one's own actions. Moreover, the children make these commitments to teachers who care about them, who are their friends. It is the involvement of students with teachers that makes this step effective.

Accept no excuses. If the student fulfills his or her part of the contract, the teacher rewards or praises accordingly. But if the student fails, the teacher needn't listen to a long, woeful, excuse-filled story. All that is necessary is a simple expression of confidence that the student can do better next time. As one teacher put it, "You don't say, 'You dummy, you failed. You loused it up!' You say, 'Okay, we'll sit down and make another contract--maybe make it more manageable.'"

Mete out no punishment. Without resorting to punishment, the teacher keeps repeating the process--making contracts and dealing positively with the child until the desired behavioral change occurs.

Never give up. This is probably the most difficult task for teachers. Change doesn't come easy or suddenly. It takes time.

Behind the Glasser approach lies the common-sense notion that discipline will be less of a problem if students feel school is a good place to be. Some interesting innovations help create this attitude. At the beginning of each school year, with suggestions from students, teachers, and school officials, each class decides its own code of rules. Student participation is encouraged and rules are even drawn up for teachers, too.

Class meetings are anotherimportant part of the program. Roughly once a week students gather in a circle for discussions. Subjects can be whimsical (What If One Morning Everyone Wok Up Green?) or serious (How Should Our Parents Treat Us?) and every student is encouraged to give an opinion, bearing in mind there are few inherently right or wrong answers.

The Glasser approach, however, may not catch on with every teacher who tries it. Some teachers admit they feel out of control without a punitive aresenal at their disposal. Others say the whole process of nurturing student awareness and planning and making contracts requires a bottomless well of patience and time.

Harlingen, Texas, and Greensboro, North Carolina, are two cities using the Glasser approach fairly extensively. The Educator Training Center reports that in various school systems using Glasser discipline methods, suspensions and vandalism have decreased by more than 40 percent from previous years, and fighting has decreased anywhere from 10 to 90 percent. Perhaps most significantly, 84 percent of the teachers reported their own morale was better since adopting the nonpunitive discipline."

Evaluation--"Schools Without Failure

An evaluation of William Glasser's Schools Without Failure (SWF) program was carried out during the program's first year of operation in the New Castle Pennsylvania School District. Ten elementary schools were paired on the basis of size, socio-economic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and post-testing were used to assess pupil achievement and attitudes toward self, school, and others, and teachers and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and importance of learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced.

Written questionnaries were completed by the teachers, principals, and students of those elementary schools participating in the 1970-71 seminars based on William Glasser's concept of Schools Without Failure. The questionnaires were designed primarily to determine what changes had occurred since the seminars began and whether or not the schools were still following practices contrary to Glasser's concept. Teachers and principals were asked to indicate the changes that had occurred in grading, testing, grouping, discipline, classroom meetings, parent conferences, curriculum, and homework. The pupils of teachers who had attended the seminars responded to survey items dealing with involvement, relevance, thinking, and responsibility. Responses indicate that the seminar program apparently had positive effects on students and on teachers. Findings reveal that students have become more responsible for their own behavior, and have learned to express themselves better and to listen to and respect the opinions of others. In addition, communication between teachers has improved, and teachers have become more aware of students' needs and are better able to handle their own discipline problems.

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TEACHER EFFECTIVENESS TRAINING (TET)

.... a process stressing teacher/student communication in fostering student self direction, responsibility, control, and evaluation.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

University of Virginia
Eastern Mennonite College
Charlottesville City Public Schools
Harrisonburg City Public Schools
Lynchburg City Public Schools
Effectiveness Training Associates
Pasadena, California

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

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P. O. Box 6Q
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Information on the participation of the Appalachia Educational Laboratory in the consortium may be obtained from:

Appalachia Educational Laboratory
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EXECUTIVE SUMMARY

TEACHER EFFECTIVENESS TRAINING (T.E.T.)

NARRATIVE DESCRIPTION (BRIEF)

Teacher Effectiveness Training (T.E.T.),developed by Dr. Thomas Gordon,is a process which stresses the importance of good teacher/student communications for preventing problems and teaching that irresponsible behaviors among students is not acceptable. T.E.T. is a good method for broadening teacher/student communication and helping students accept responsibility for their actions in fostering self-direction, self-responsibility, self-determination, self-control and self evaluation.

I. GRADE/AGE RANGE:

By the very nature of a T.E.T. approach it is not to be limited to any particular grade level or age range. Attitudinal and communicative styles change academic and behaviorial progress on a K-12 basis.

II. SPECIFIC PROGRAM OBJECTIVES:

The T.E.T. concept has demonstrated that it appears to have a positive effect on school aged youth, parents, teachers, and administrators. Developing effective communication strategies, problem solving techniques, and group management skills are the major objectives of a T.E.T. approach.

III. SUPPORTING DATA:

At the core of the T.E.T. concept is the development of effective teacher/student communication. Educational literature is replete regarding the harmful effects of poor communication skills on student behavior and student alienation. This concept assumes that communication is the core to positive changes in student behavior.

IV. STAFFING (SELECTION/IN-SERVICE):

There is no delimiting factors in the staffing requirements for T.E.T.. By the nature of the commitment which is necessary to implement this concept, caution is necessary against implementation if staff members cannot support the underlying T.E.T. assumptions. Continuous staff in-service is an essential function of the concept.

V. SELECTION OF STUDENTS (CRITERIA):

T.E.T. is a communication technique that is applicable to all students and teachers.

VI. CURRICULUM (CONTENT, GRADING PRACTICES):

The implementation of a T.E.T. concept does not require the attention of a prescribed curriculum or grading practices. T.E.T. focuses on the development of communication skills, strategies to work effectively with groups, and problem solving techniques. Special curriculum materials are not needed.

VII. PROGRAM MANAGEMENT (STRATEGIES, ACTIVITIES, RECORDKEEPING, ETC.)

There are no recordkeeping requirements in a T.E.T. model. Program strategies and activities are appropriate to develop a teacher's skill in communication, group management, and problem solving strategies. If a district desires to [illegible] the accumulated affect of T.E.T. on changes in student behavior, a system of recordkeeping is advisable.

VIII. FACILITIES AND EQUIPMENT:

Special facilities are not needed in a T.E.T. program. A school wide program would entail the expenditure of funds for in-service materials and consultation from Effectiveness Training Associates, 110 South Euclid Avenue, Pasadena, California 91101.

IX. POTENTIAL PROBLEMS:

-- Faculty endorsement of the program
-- Scheduling time for ongoing in-service training
-- Lack of teacher efficiency in implementing T.E.T. strategies
-- Poor communication skills by individual teachers.

X. INVOLVEMENT OF PARENTS, COMMUNITY, OTHERS:

It is important to gain the support of parents toward a T.E.T. concept.

XI. SOURCES OF INFORMATION (MAIN)

1. Gordon, Thomas. Teacher Effectiveness Training: Teacher Notebook, Effectiveness Training Associates: (110 South Euclid Avenue, Pasadena, California 91101)

2. Gordon, Thomas. Teacher Effectiveness Training. (Peter H. Wyden: New York 1974).

3. McDaniel, Thomas R. "Principles of Classroom Discipline: Toward a a Pragmatic Synthesis" The Clearing House. Vol. 51. No. 4 December 1977, p. 149-156.

INTRODUCTION

New demands are being placed on educators to become more effective amidst the interface of student disruptiveness, teaching relevant course content, and societal demands that students with special learning problems be reached and helped. It is understood that teachers have generally not accumulated the skills necessary for meeting these increased expectations.

The old authoritarian adult-student relationship which has traditionally existed in the schools is seemingly under attack by parents, students, and professional educators. They are advocating the development of more humanistic teacher-student relationships in the classroom. Simply maintaining a quiet and orderly classroom is no longer equated with teacher effectiveness. New methods for dealing with conflicts in the classroom as well as the development of human potential are now necessary. The pressure to educate the disruptive student in the basic skills and to prevent increased absenteeism and drop out rates has also led to greater demands for developing alternatives,

Numerous studies investigating the reasons why youth become disruptive, truant, or drop outs have generally concluded that school aged youth become alienated from education when there is no emotional investment or personal involvement in the process. There is generally a lack of self worth and a feeling that no one really cares. Therefore, assuming these elements are lacking to the extent needed by classroom teachers and studens, the need for effective communication skills and a more humane approach can be justified.

Dr. Thomas Gordon, a psychologist, developed the concept of Teacher Effectiveness Training (T.E.T.) This program is operative in many states and school districts throughout the country and is expanding in its use. The enthusiasm upon which T.E.T. is accepted is because of a focus on skills training, methods of communication, and problem solving strategies. Qualified instructors trained by Effectiveness Training Associates, Inc., founded and operated by Gordon, provide a teacher training course structured to practice the necessary skills in T.E.T. The course itself is designed to span a ten week period for three hour sessions and costs will vary ($50 or more) depending upon whether college credit is available for the participants.

The T.E.T. In-service course focuses upon three basic areas: (a) Communications Skills (b) Decision Making and (c) Conflict resolution. It is appropriate here to illustrate by subject heading the contents of the course. Further information may be obtained on contacting: EFFECTIVENESS TRAINING ASSOCIATES, INC. Pasadena, California, any of the Universities listed on the cover.

COMMUNICATION SKILLS

I. Active Listening
II. Reformulating Ideas
III. Content-Centered Classroom Discussions
IV. Passive Listening
V. Effective Confrontation--Sending "I" Messages

DECISION MAKING

I. Periodic Planning Conferences
II. Active Listening
III. Clear Sending Messages
IV. Arriving at Mutual Acceptable Rules and Norms

CONFLICT RESOLUTION

I. Mutual Problem Solving With Groups
II. Six Steps to Problem Solving
III. The Class Meeting
IV. Individual Contracting and Rule Setting

To develop appropriate skills and to understand the T.E.T. approach, the underlying tenets of this concept appear in detail in Gordon's book, entitled Teacher Effectiveness Training. The contents of this book are briefly described below:

I. Teacher-Learner Relationships: The Missing Link

This section develops an understanding of the elements in a teacher-student relationship and presents a practical philosophical resolution to the authoritarian permissive controversy.

II. A Model for Effective Teacher-Student Relationships

This section defines an acceptable teacher-student relationship and develops the rationale that teacher-student relationships become effective when problem resolution and the ownership of problems is understood by both.

III. What Teachers Can Do When Students Have Problems

This section explains the core of T.E.T. process: Effective Communications.

IV. Two Types of Verbal Communication and Their Effects on Students

This section describes fully the two types of verbal communication which an individual must understand to maintain effective relationships.

INEFFECTIVE

1. Ordering, Commanding Directing
2. Warning, Threatening
3. Moralizing, Preaching
4. Advising
5. Lecturing, Arguing
6. Judging, Blaming
7. Erroneous Praising
8. Interpreting, Diagnosing
9. Name Calling, Shaming
10. Lack of Sincere Support

EFFECTIVE

1. Silence, Passive Listening
2. Acknowledgement
3. Door Openers
4. Active Listening, Feedback Messages

V. The Many Uses Of Active Listening

This section discusses the use of active listening in classroom discussions, handling student resistance, parent conferences, and student centered discussion groups.

VI. What Teachers Can Do When Students Give Them Problems

This section is very important in the T.E.T. model because it describes in detail the recommended style of communication from teacher to student.

VII. How To Modify The Classroom To Prevent Problems

This section provides the teacher with a practical and informative "How to....." approach in maximizing effective relationships from a classroom ecology point of view.

VIII. Conflict in The Classroom

This section describes the second important component of the T.E.T. model: Conflict Resolution. Essential to the T.E.T. approach, a comprehensive explanation is given of Methods I, II, and III to deal with conflict resolution.

IX. The No-Lose Method Of Resolving Conflicts

This section describes the Method III approach (The No-Lose Method Of Resolving Conflicts) as the most effective in T.E.T. The third important component of T.E.T. is also explained in this section: The Six-Step Problem Solving Process.

X. Putting The No-Lose Method To Work: Other Uses of Method III In Schools

This section provides the important elements of the Method III approach and provides the individual with the practical "How to..." solutions in the classroom. Also an explanation of the "Class Meeting" (an element in the T.E.T. model) is provided along with recommended steps to achieve effective meetings.

XI. When Values Collide In School

This section identifies "value collisions" (issues involving beliefs, values, preferences, personal tastes, ideals, and convictions) which can dysfunction effective communications. The authors provide a basis for the teacher to deal with these situations.

XII. Making The School A Better Place For Teaching

This section discusses the general characteristics of schools that cause problems for teachers and what teachers can do to increase their effectiveness.

XIII. The Parent/Teacher/Student Relationship

This is a special section that assists the teacher in maintaining effective relationships with parents. It develops a rationale for teachers to become effective consultants not just with students but with parents.

WHAT TEACHERS LEARN IN TEACHER EFFECTIVENESS TRAINING

-- A system of classifying how teachers typically talk to children - therapeutically or non-therapeutically.

-- An understanding of the negative effects of non-therapeutic talk on children.

-- A new skill that will increase teachers' effectiveness in counseling children with personal problems.

-- Increased effectiveness in conducting counseling sessions with parents.

-- Increased skill in facilitating productive classroom group discussion on course content.

-- Increased skill in getting a class to talk about and ventilate feelings that impede learning.

-- An effective method of confronting students whose behavior is interfering with teacher's job of students learning

-- A new method of handling a student's unacceptable behavior that protects his self-esteem yet motivates him to change.

-- New ideas for modifying the physical environment of the classroom so the unacceptable behaviors of students are less likely to occur.

-- A new method of resolving conflict (teacher-student or student-student) that is far more effective than using authority and power, yet is not permissive.

-- A methodology for getting students in a class to participate with the teacher in setting classroom rules and to be motivated to follow the rules they set.

-- New ideas for instructional techniques that will enrich the learning experience and help students become more self-directed and productive learners.

-- Ideas to help teachers work cooperatively to bring about needed changes in the total institution that will make their job more effective and meaningful as well as increase students' satisfaction with their school experience

-- A new method for getting students to set their own educational objectives in collaboration with teachers so as to shift more of the responsibility for measurement of progress to the student

-- A total system of skills and methods that can help teachers make school an experience in democratic living--where teachers and students can work together with mutual respect for each other's needs.

-- The skills to implement a philosophy of human relationships that will foster the mental health of both students and teachers and permit both to grow and actualize themselves.

EFFECTIVENESS

Teacher Effectiveness Training concerns principles and techniques, communications and relationships. Training in such a program is for active listening, I-messages, feelings, problem ownership, and no loss (i.e., "no-lose" rather than "win-lose"). The questions and difficulties of value issues are also discussed. (Gordon, 1970: Pedrini, et. al. 1976).

There are instruments available for T.E.T. Research and data are available but little has been formally published to report the effectiveness of the model and its prevention and treatment techniques. In a search of the literature, one formal study was revealed which studied twenty teachers (16 women and four men) in pre-, post-, and follow up testing of Teacher Effectiveness Training (T.E.T.) for active listening skills and "I" message skills. Descriptive, correlational, and variance analyses were computed among ratees (teachers), ratings (inventories), and raters. Results of this study concluded that Teacher Effectiveness Training resulted in increased active listening for feelings, both for post-testing and follow-up testing. Similar positive results, according to the investigators, were noted for sending "I" messages of feelings. T.E.T. focuses on these and various other forms of communication.

The investigators noted certain concerns in a study of T.E.T. although teaching and training for specified achievement had taken place. For example, inventory or report techniques did not necessarily mean that teachers generally perform such styles of responses in the classroom. A cognitive response on test items does not necessarily indicate a related behavior response in the classroom. Further it would be of value to investigate and formally report the behavior change of students involved in this process. (Pedrine, et.al., 1976).

Related literature in such areas as teacher communications, group interaction techniques, group processes, teacher-student relationships, human relations, individualized instruction, interpersonal process groups, transactional analysis, self-concept studies, motivation, non-verbal communications, teacher-pupil relations, and therapy groups supports the T.E.T. approach.

The ultimate conclusion one could readily make relating to T.E.T. is that it is not a program but it is to be understood as a total process of action in human relationships.

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STUDENT ORGANIZATION FOR THE DEVELOPMENT OF ATTITUDES (SODA)

.... a program in which teams of high school students visit elementary classrooms to help build self-concepts and clarify values through games, presentations, etc.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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Appalachia Educational Laboratory
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5 Nelson Street
Rockville, MD. 20850

Student Organization for the Development of Attitudes (SODA)

The SODA program is a mental health program. "SODA" stands for Student Organization for the Development of Attitudes and is one of several programs in the nation styled after an experimental Arizona project to combat drug abuse and to prevent young people from turning to drugs.

The intent of the SODA program is to promote:

1. more humanistic relationship among students and staff
2. more positive inter-and-intrapersonal communication
3. a healthy environment for expressing feelings
4. opportunities for students and staff to develop more positive attitudes.

Through the SODA program, elementary grade students play games of life with high school students. The high school students provide "models" for the elementary students to help them in the difficult process of growing up. A team of high school students visit an elementary classroom on a regular schedule. They attempt to help elementary students build self-concepts, find good things about each child and get them to recognize the many, many choices they make. The high school students go into the classrooms not as teachers, but as friends. The SODA teams do not say one thing and do another. They have to be in good shape academically, socially, and emotionally.

Elementary students have tremendous respect for high school students and, in many cases high school students are much more influential than teachers and parents.

Through a series of workshops, high school students build their own communication skills and learn how to use values clarification activities in elementary classrooms.

The following provides a description of the SODA program in the Charlottesville Public Schools, Charlottesville, Virginia.

"Can anyone tell me what John's pet is," asked the effervescent teenager at the front of the classroom. About 25 hands went up in the Buford 6th grade. Then came the guesses--a dog...no. A cat...no. A gerbil...wrong again. John finally says his pet is a salamander.

The game continues--try and guess your fiends' hobbies, favorite colors and foods. What's the point of all of this? Well, there are lots of things you don't know about your friends and can ask them about.

Each week Charlottesville High students in the Student Organization for Developing Attitudes (SODA) class go into the classrooms of elementary and middle schools to tell stories, play games and sing songs. The activities all have a theme--such as friendship. The program, which is established nationally, has proven to be enlightening to Charlottesville High students, their young friends in the elementary schools and the children's teachers.

According to SODA teachers Mrs. Helen Snook and Mrs. Kitty Landess, SODA students get regular class credit for the program. However, before last year students participated on a complete volunteer basis. Currently 28 students participate. The students, all junior or seniors, work in teams of two.

In the beginning of the year, the students study child psychology and principles of elementary education, values clarification and classroom management. From special manuals and sometimes their own ideas, they select activities to present to the youngsters. Each activity planned has a theme. Sometimes the students read stories to their classes. After the stories, they talk about how the story might relate to the children's own lives. Some stories have obvious morals. Others are more subtle.

The teachers are at the participating schools--Jackson-Via, Clark Venable Elementary Schools and 6th grade classes at Buford and Walker. The students work out a schedule with the teachers. The activities period takes about 30 minutes. Before SODA students venture out into the schools, they rehearse their acts on one another. They let each other know whether they think the students will like the activity. The students working with the 6th graders have to plan programs a little more sophisticated than the others.

The host teachers fill out forms evaluating the SODA students' performances and their own students' responses. Having the SODA students there affords teachers the opportunity to really observe their students. Mrs. Landess and Mrs. Snook also visit the schools to see how their students are doing.

Fridays are reserved for feedback. The SODA students tell each other how their activities went, what was a success...what wasn't.

What sort of problems do the students have? Well, sometimes they get nervous about being in front of a large classroom, but that's where rehearsing beforehand really helps out.

Keeping order, even with the regular teachers present, can be a real problem. The students have found that non-verbal techniques often work best, such as holding up two fingers indicating 'Keep the noise down.'

Sometimes well planned activities go slightly astray.

"Once we were doing a story about little fuzzy creatures, and thought it would add a lot to bring toy 'fuzzies' to class, but the kids got so interested in the toys they quit paying attention to the story," said Susan Bradbee[illegible], a SODA student.

Once Vickie Vest saw one of her "students" take an item in the store she works at.

"The next time I was at the school, I told a lesson about honesty and how it wasn't right to steal. I hope it made a difference" she said.

The Charlottesville High students are gathering valuable experience they may use in careers in education, counseling, social work and psychology. Some, like Carie Wilson, are finding the experience not unlike working with their own brothers and sisters.

The Charlottesville students also serve as "role models" for the younger students...someone to look up to and emulate. So the SODA students are always conscious of their actions in the classroom. They don't chew gum, and certainly don't smoke. Although jeans are acceptable attire, they do try and attain a neat appearance. At the beginning of the year, Charlottesville High had a Grit Day: students were allowed to wear all kinds of outrageous customes. Grit day fell on the day SODA students were to visit their elementary schools.

"Our students were really worried about this. They wondered what kind of an impression the students would get," said Mrs. Snook. Explanations were made beforehand to the young students' teachers.

SODA has become one of the most popular classes at Charlottesville High. The teachers say they currently have more applications for the class than they can admit. The program offers the students the opportunity to learn about others and themselves, and according to the SODA students, it's just plain fun.

TEACHING INDIVIDUALS PROTECTIVE STRATEGIES (TIPS)

.... a series of mini-courses designed to supplement standard curriculum in dealing with crime-related problems.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

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Teaching Individuals Protective Stragegies
(TIPS)

The TIPS program is aimed at dealing with the crime problem through two components. These two components are the school and the community.

The goals of the K-12 school component are: (1) to promote positive attitudinal patterns through examination of conflict, authority, rules and laws, (2) to promote responsible behavior at home, at school and in the community by analyzing the consequences of positive and negative actions, and (3) to foster a sense of responsibility as a contributing member of society through analysis of rights and responsibilities.

Because students have not had an opportunity to formally and consistently analyze the concepts of conflict, authority, rules and laws, their attitudes tend to become more negative. Negative attitudes promote unacceptable behavior. By examining the concepts in a consistent and continuous manner coupled with an examination of their own values and beliefs, students are likely to develop more positive attitudes.

All behavior brings consequences. The TIPS program leads students through a carefully directed examination of the likely results when certain behaviors are exhibited and a study of behavior that will likely reduce the chances of one being victimized.

The above three goals are applied to all grade levels--kindergarten through grade twelve. The purpose of common grade level goals is to promote consistency and continuity throughout the student's school life. In doing so strategies which lead to goal attainment are different at each grade level. The strategies have been designed with age and grade level consideration.

A spiral concept is applied at the elementary level while particular goals are emphasized each year at the middle grades.

The high school program consists of a series of mini type courses. Each mini-course is designed to be used in a supplementary manner with existing courses.

The maximum thrust is attained by teacher direction. Except for student worksheets which may be duplicated, no student material is necessary. Appropriate grade level booklets for the teacher are all that will be required.

Little preparation time is required since lesson plans are specific and complete. However, for maximum effectiveness the teacher must use self-creativity and judgment and be directly involved in each class presentation.

Teachers can be flexible in the amount of time for successful implementation. Eighteen to twenty-five class presentations seem to be about the average time spent during the field test operation. The choice is available as to how often to present lessons. During the field testing of the program, lessons were taught anywhere from daily to once a week. Somewhere in between appears to suit most teachers.

The program has been field tested at each grade level as a supplement to an existing course (usually social studies), in an interdisciplinary manner, and as a mini-course.

Mini-packets have been developed around topics such as:

- Advertising
- Careers in Law-Related Fields
- Cheating
- Conflict
- Contracts
- Criminal Justice System and the Rights of Victims
- Drugs, Alcohol, and Tobacco
- Equal Employment
- Home Protection
- Moral Decision Making
- Peer Pressure
- Rules, Laws, and Authority
- Vandalism
- Psychology of Violence

An evaluation of the program reveals that parents, teachers, and students view the program in a very positive manner and feel that the project has, in a positive way, directly influenced the truant and disruptive behavior of many youngsters.

The program evaluation design was developed by the Evaluation Research Center at the University of Virginia and the Division of Program Development, Virginia State Department of Education.

Curriculum guides have been developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project is federally funded and administered through the Virginia State Department of Education.

Details related to services and costs may be obtained by contacting Mr. Scott Hamrick. Supervisor-TIPS Program, Charlottesville City Schools, 1562 Dairy Road, Charlottesville, Virginia, 22903.

DISCOVERY

.... a growth-through-adventure program, sharing the philosophy of Outward Bound, which features rigorous, challenging outdoor activities in five areas.

This program is recommended as an approach to reducing disruptive and truant behavior by a consortium consisting of Virginia School Divisions, the Virginia Department of Education, and The Appalachia Educational Laboratory.

Additional information on this program may be obtained from:

Discovery, Inc.
316 A Victoria Drive
Herndon, VA. 22070

Information on the participation of the Virginia Department of Education in the consortium may be obtained from:

Dr. Mary F. Lovern
Supervisor of Pilot Studies
P. O. Box 6Q
Richmond, VA. 23216

Information on the participation of the Appalachia Educational Laboratory in the consortium may be obtained from:

Appalachia Educational Laboratory
Thomas P. Ryan
5 Nelson Street
Rockville, MD. 20850

DISCOVERY (Personal Growth Through Safe Adventure)

DISCOVERY, Inc., a non profit, tax exempt, experiential education institution, adheres closely to the philosophy of the widely recognized Outward Bound, a proponent of adventure-based affective education programs. Discovery programs are designed to provide an opportunity for "Personal Growth Through Safe Adventure", by taking part in regorous, psychologically and physically challenging activities outdoors. Participants gain a deeper understanding and appreciation of themselves, peers and adults, and the environment.

DISCOVERY is particularly effective in developing an acceptable self-image, the lack of which is a common source of behavorial and adjustment problems. Improvement in self-respect often results from doing well something which one perceives as difficult or dangerous.

The DISCOVERY program has been in operation since 1973 and has proved its effectiveness with school aged children aged 8 to adulthood. The activities include short courses or experiences in:

Mountaineering
Ropes and initiatives
Canoeing
Orienteering
Spelunking

This experiences are designed to build both individual self confidence and group interdependence.

DISCOVERY's ability to develop a specific program to assist another institution to accomplish its own objectives within its own parameters in unique. The Madeira School in Northern Virginia maintains one of the most comprehensive outdoor experiential programs in the country. The program is accomplished by the DISCOVERY staff who provides one interested in this approach with the necessary training to (1) implement the philosophy of the DISCOVERY approach (2) design skill courses, and (3) become proficient enough to assist others.

A comprehensive utilization of the DISCOVERY approach can be found in the Montgomery County Public Schools; Montgomery County, Maryland.

Kingsley Wilderness Project

This project is a cooperative effort of the Montgomery County Public Schools and two social service agencies. It is designed to provide program alternatives for students who have had contact with juvenile courts. The projects combines study activities with physical work activities or trail-building and campsite development. Counseling for students and parents is an integral part of the project. Staff provided for this program are 1 Director, 2 Teachers, and 3 Aides.

KWEST Alternative Project

Formerly known as the Long Branch Alternative Program, the KWEST project serves junior high school aged students who are experiencing serious school adjustment problems. These students attend school for three class periods in the morning and report to the project center for the remainder of the school day. The instructional program includes arts and crafts, physical outdoor activities, and activities in coping behavior. Staff provided are a Coordinator, a Teacher, and an Aide.

AREA 1 Alternative Program

This project serves approximately 25 junior and senior high students who have a chronic history of absenteeism. Program components include structural human relations experiences, individualized academic study, and structured outdoor recreational experiences. Staff provided for this program are 2 Teachers and 2 Aides.

NEW SCHOOL

This program is designed to provide challenging experiences for senior high students in grades 10-12 who are experiencing school adjustment problems or who are unmotivated and/or unchallenged by the regular school program. Students participate in structured affective experiences and the project students also serve as student assistants to teachers for elementary school aged children. Staff provided are 2 Teachers and 1 Aide.

An evaluation of the DISCOVERY philosophy when implemented by adopters have stated that the activities and structured program design develops increased self confidence, self reliance, trust, and acceptance, and a sense of group interdependence.

For an individual, institution, or organization interested in adopting a DISCOVERY approach, training is provided by the DISCOVERY, Inc., staff. DISCOVERY staff are carefully selected, trained, and experienced in the use of the outdoors as an effective educational process. Information related to training, financial requirements may be obtained by contacting: DISCOVERY, Inc., 316 A Victoria Drive, Herndon, Virginia 22070.